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Three

# Thematic



Module 9A:

Inventions and Explorations



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# Grade Three **Thematic**

**Module 9A:**  
**Inventions and Explorations**





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Grade Three Thematic  
Module 9A: Inventions and Explorations  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2838-0

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
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Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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# Welcome!

## Grade Three Thematic Module 9A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.



# Things to Remember

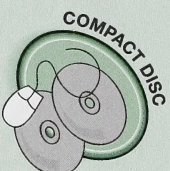
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



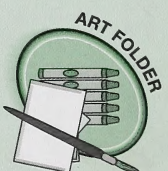
Take something out of your Course Container.



Go to the Phonics book.



Use technology to help do a task.



Put your work in the Art Folder.



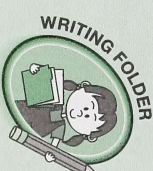
Take out your Collections book.



Go to Grade Three Mathematics.



Do a physical activity.

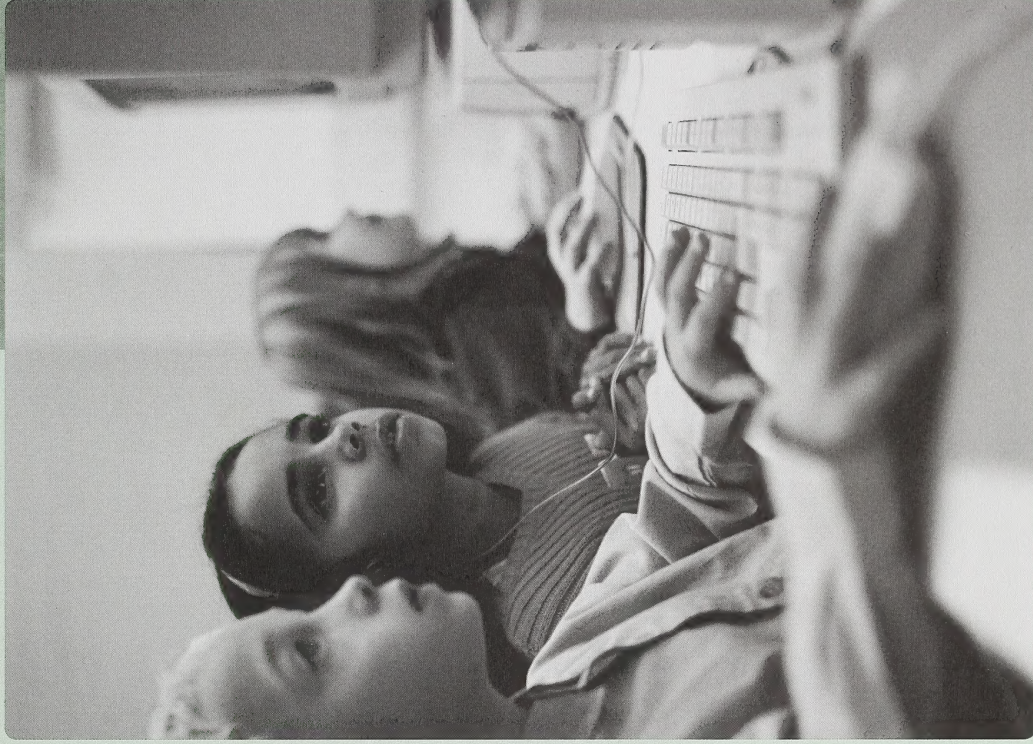


Put your work in the Writing Folder.



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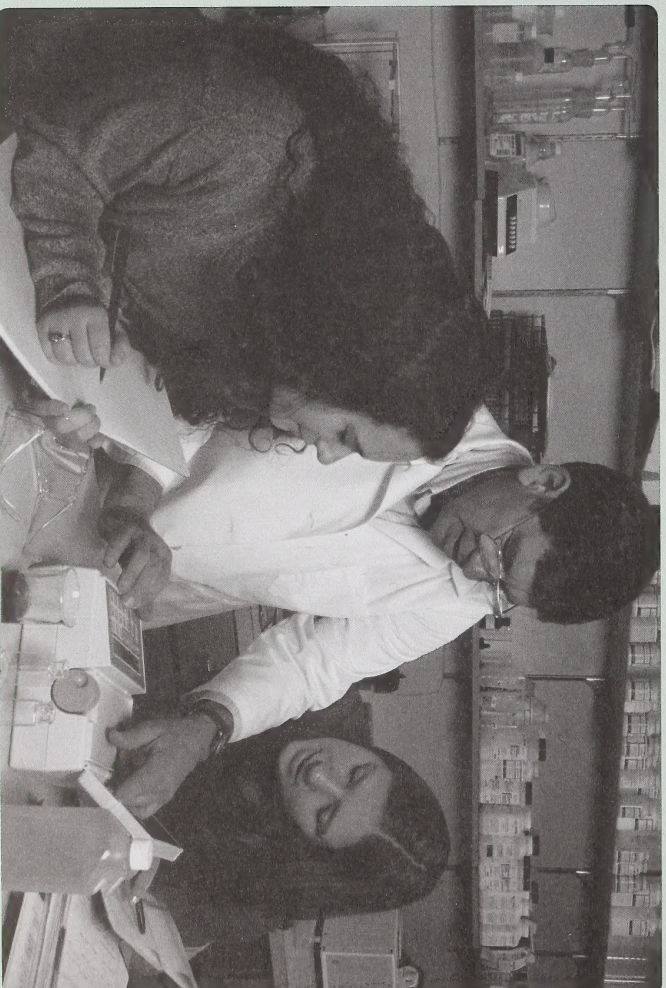




## Module Overview

Earlier this year you learned how your community has changed. Have you ever thought about how new inventions change the way people live?

In Module 9A you will discover how inventions have changed the lives of people around the world. As you have fun building and inventing objects, you will also learn more about global connections.





See the Home Instructor's Guide for more information.

A black and white photograph of an open, empty plastic toolbox. The toolbox has a textured, ribbed surface and is shown from a slightly elevated angle. The lid is open, revealing the interior compartments and a small, dark, rectangular object resting inside. The background is a plain, light-colored surface.

-



## Day 1

# Inventions



Inventions often come about because someone is trying to find a way to do work more easily and quickly. Other new inventions solve a problem or cure a disease. People around the world share inventions to make life better.

Many important inventions have come from China. Are you ready to read and discover more about the amazing things the Chinese have invented?

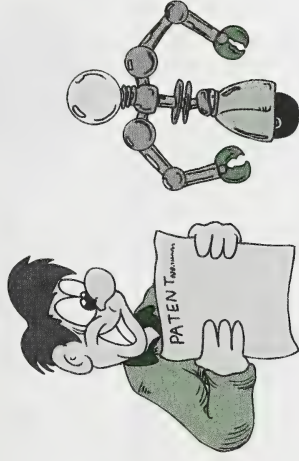
New materials often allow people to invent new things. Today you will also look at a variety of materials and how they are used.



## Getting Started

Have you ever thought about important **inventions** that have changed people's lives? Brainstorm a list of things that have been invented since the settlement of Canada. As you name inventions, your home instructor will write the list.

Look over your list.



1. Which three inventions do you think changed the world the most?

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## “Fire Dragons and Flying Money”

Do you remember what an article is? Are articles usually fiction or non-fiction? Tell your home instructor.

An article is a piece of writing that gives information. Articles are often found in magazines or newspapers.

As the student makes suggestions, write a list of inventions on the chalkboard or whiteboard. If the student can't think of any inventions, ask him or her to look around the home and yard. Which objects, vehicles, and appliances were invented in the last 100 years? Your student will use this list again later today.

**invent:** to make something for the first time; think up something new

Discuss the characteristics of articles.





Take out *Carving New Frontiers*.

Turn to the Contents page and find “Fire Dragons and Flying Money.”

2. The author of this selection is

\_\_\_\_\_.

Open the book to the first page of this article.

Look at the photographs and illustrations. Read the captions and titles of the pictures.

3. Name two Chinese inventions shown in the pictures.

\_\_\_\_\_

Read the headings in the article.

Look for synonyms in the headings.

4. Write a synonym for amazing. \_\_\_\_\_

5. Write a synonym for inventions. \_\_\_\_\_





Read the first page of the article. Read carefully because you are reading to find information. You may need to read the page more than once. Try to remember what you are looking for as you read. If you need to, reread the page and look for keywords from the question.

6. Find four inventions that were first made in China.

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7. What is another name for **porcelain**? \_\_\_\_\_

8. How can you tell if a plate is made of porcelain?

- ☐ See if the words Made in China are written on the back of it.
- ☐ Hold it up to the light and look for a shadow through it.
- ☐ Look for a flowered design.



**porcelain:** a hard ceramic material that allows some light through and is used for making plates, cups, and figurines (often used before a noun; for example, porcelain plates)

Read the next page. Find out what early paper in China was made from.

9. Paper was made from \_\_\_\_\_

---



The student will tell you three ways that paper is used today.

The invention of paper led to several more inventions. The Chinese used paper in many ways. Can you think of three ways paper is used today? Tell your home instructor.

Now read page 38.

10. Two ways the Chinese used paper were \_\_\_\_\_ and \_\_\_\_\_.

Did you know Chinese scientists invented the first compass?

11. Why was the compass an important invention?

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Read the last page of the article.

12. What were two uses of Chinese kites?

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13. What new inventions did gunpowder lead to?

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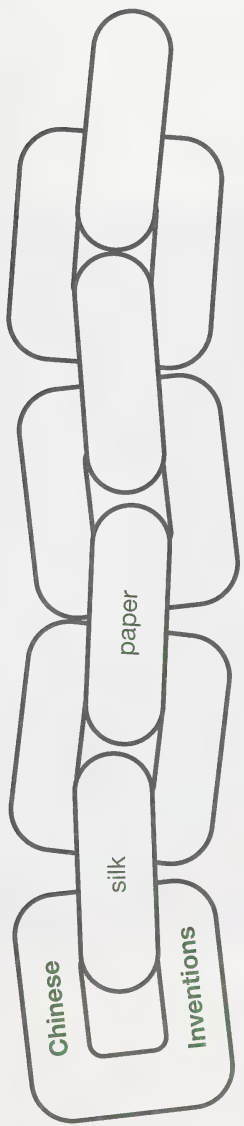
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14. Which three inventions may have had the most important effects on modern life?

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15. How much can you remember? List the Chinese inventions from the article in the form of a chain. Draw a link for as many inventions as you can. Two examples have been done for you.



Turn to the Suggested Responses on pages 24 and 25, and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.



## Design a China Pattern

Look at the drawing of the porcelain plate on page 36 of *Carving New Frontiers*. Notice how the individual flowers are joined with vines. Look at how the pattern repeats.

Look at the dishes in your cupboards. Do they have any designs or patterns on them? Are any of them porcelain?



Take out a sheet of unlined paper and your pencil crayons or felt markers.

Now it is your turn to create a new pattern for a plate. Trace the outline of a plate on a sheet of unlined paper. Use your pencil crayons or markers to create a pattern on the plate.





# Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment Booklet 9A. Do Assignment 1: Spelling Pre-test.

Refer to the Home Instructor's Guide for the spelling words and dictation procedures.



## Phonics

Read the following sentences:

The blue silk flag blew in the wind.

Sarah ate all eight cookies from the china plate.

Our paper took an hour to dry.

Can you see the sea?

I write with my right hand.

What did you notice about these sentences? Tell your home instructor.

Words that sound the same but have different meanings and spellings are called **homonyms**.

16. Look back at the sentences you just read. Circle the homonyms in each sentence.



The student should notice that the sentences contain two words that sound the same but are spelled differently.

**homonyms:** words that sound the same but are spelled differently and have different meanings



Draw a cartoon to go with each silly sentence.

If the student does not understand the meanings of the homonyms, encourage him or her to look up the words in a dictionary. Ask the student to explain each cartoon.

In the race, the beet beat the carrot.

The sail is on sale.

The pane was in pain.

Number one won the prize.





Go to your Phonics book for more practice with homonyms. Do page 191.

Check to see that the student has made appropriate corrections.

**Turn to the Suggested Responses on page 26 and correct your work. If you need help, ask your home instructor for assistance.**



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



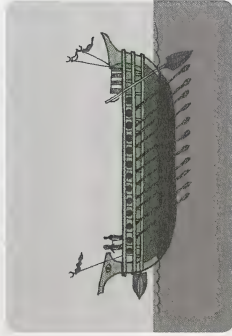


## Inventions

Look back to the list of inventions that you made earlier today.

17. Was your list of the three most important inventions the same as the list at the end of the article? \_\_\_\_\_

People may not agree which inventions are most important, but they do agree that inventions have changed the world in many, many ways.



Important discoveries tend to spread across the world. Even long ago, people travelled from place to place trading goods. When they saw interesting materials, new designs, or new ways to use objects, they would tell others about the ideas. After some time, an invention from one area would be used somewhere else.



In the past it took a long time for new ideas and inventions to spread. The Chinese invented paper in the year 105. The idea spread to Japan and later to India and then to the Middle East. It was 1000 years later before the first Europeans started making paper.

18. Why do you think ideas and inventions spread more quickly now?

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## New Materials

The creation of new materials allows people to think of many new inventions.

Long ago people wrote or carved letters on tree bark or stone. These materials were heavy and hard to carry. Then paper was invented. Paper was light, flexible, and easy to make marks on. Paper could be used in many ways.

The Chinese wrote on paper, but they soon discovered other uses. Paper was also used to make wallpaper, clothing, armour, and money. Europeans began putting many sheets of paper together to make books. Paper is still used in many ways today.



The discovery of other new materials led to more inventions. When scientists discovered plastic, many uses were found for it. Plastic is lightweight. It lasts a long time, and it is inexpensive to make. Objects made from plastic are used everywhere in the world now.

How are paper and plastic used in your home?  
Have some fun with a materials scavenger hunt.





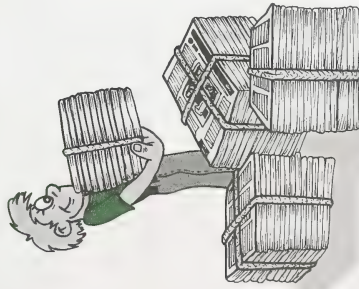
19. Can you find the following things in your home?  
Check off each item that you find.

- ☐ a container made from paper
- ☐ a container made from plastic
- ☐ an object made only from paper
- ☐ an object made only from plastic
- ☐ an object made from plastic and metal
- ☐ a part of clothing made from plastic



**Turn to the Suggested Responses on page 26 and correct your work. If you need help, ask your home instructor for assistance.**

## Make It Stronger



You found out in the article today that, centuries ago, Chinese people used paper to make armour. You know that paper is a thin, flexible material. How do you think they could use paper as armour? Tell your home instructor what you think.

Paper can be stacked or layered to make it thicker and stronger. In earlier modules you learned that changing the shape of a piece of paper or light cardboard could also make it stronger. You made pillars and arches to test for the strongest shapes.

Check to see that the student has made appropriate corrections.

The student will try to explain how paper could be used for armour. If the student has no idea, tell him or her to think about how heavy paper or cardboard could be used.



If you do not have soup cans, any other small cans of food may be substituted.

Observe the student's problem-solving skills and attitudes. Does the student show inventiveness and perseverance? Does he or she try different ideas or ask for help?

See the Home Instructor's Guide for website addresses and books on this subject.

Today you will build a bridge using only newspaper and tape.

Your bridge must cross a one-metre gap between two chairs. Your bridge must be strong enough to support two full soup cans.



Take out a roll of masking tape and some newspapers.

You will also need a metre-stick or measuring tape, two chairs, and two unopened cans of soup.

Use your metre-stick or measuring tape to put the chairs one metre apart. Think about how you could make the newspaper strong enough to hold the cans. When you have thought of a plan, build your bridge and test it. If it does not work, try something else. Don't give up!



Go to Assignment Booklet 9A. Do Assignment 2: A Newspaper Bridge.

## Enrichment



You can make paper at home with a few simple materials. Check on the Internet for instructions or find a book on papermaking. You can use your homemade paper to create cards or collages.

## Story Time

Find a favourite spot and relax. Are you reading a story about an inventor or an invention?

## Looking Back

You learned a lot about inventions today! Which three modern inventions would you miss the most? Why? Which three modern inventions would you miss the least?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**homonyms:** words that sound the same but are spelled differently and have different meanings

**invent:** to make something for the first time; think up something new

**porcelain:** a hard ceramic material that allows some light through and is used for making plates, cups, and figurines (often used before a noun; for example, porcelain plates)

## Suggested Responses

1. Answers will vary because you are expressing an opinion in selecting the three inventions you think changed the world the most. Did you include the radio, telephone, or automobile in your list?
2. Sharon Stewart
3. Any two of the following answers are acceptable: porcelain plates, silk cloth, paper, paper money, printing, compass, kite, flying dragon rocket, or wheelbarrow.
4. dazzling, incredible
5. discoveries

6. Any four of the following answers are acceptable: bicycle, umbrella, paper, porcelain or china, or silk.
7. china
8. Hold it up to the light and look for a shadow through it.
9. Paper was made from the bark of mulberry trees, a plant called hemp, and old fishing nets.
10. Any two of the following answers are acceptable: wallpaper, clothing, armour, printing, or money.
11. Travellers could tell direction and go far on the ocean or on land and still find their way home.
12. Kites were used for fun or to carry fishing lines.
13. Gunpowder led to the invention of fireworks, guns, and rockets.
14. Answers will vary because you are expressing an opinion. Did you choose any of compass, gunpowder, or paper and printing?
15. Any combination of the following answers is acceptable: china, silk, umbrella, paper, wallpaper, paper clothing, paper armour, printing, paper money, compass, gunpowder, fireworks, guns, rockets, kites, matches, wheelbarrows, chain drive, wheelbarrows with sails.



16. The blue silk flag blew in the wind.  
Sarah ate all eight cookies from the china plate.  
Our paper took an hour to dry.  
Can you see the sea?  
I write with my right hand.

## Phonics

Page 191

- |         |         |          |         |          |
|---------|---------|----------|---------|----------|
| 1. beat | 2. made | 3. rode  | 4. blue | 5. fair  |
| 6. sent | 7. by   | 8. ate   | 9. wait | 10. hour |
| 11. won | 12. be  | 13. week |         |          |
17. Your list will most likely not be the same as the list made by the author in the article.
18. Ideas spread more quickly because global communication has improved.  
The telephone, television, radio, e-mail, and Internet allow new inventions and ideas to spread very quickly.
19. You should have checked off each item as it was found. Did you find an item from each category?

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## Day 2

## Fun with Kites



On Day 1 you learned that kites were invented in China. Would you like to learn more about kites? Today you will read an article about kites and have a chance to build and fly your own kite.

You will also think about how the land and climate affect the choices of the people living in an area.

It's time to go—up, up, and away!

## Getting Started

What kinds of kites have you seen? Have you ever flown a kite? How did it feel? What else do you know about kites? Discuss these questions with your home instructor.

## Kite Fun

Read the following article. You will answer some multiple-choice questions after you finish reading it.

### Kites Through the Ages



Kites have probably been around for more than twenty-five centuries. It is thought that the first kite was invented in China. This invention spread quickly through Asia.

Asian countries used kites in many ways. They have been used as religious symbols, as weapons in wars, and as tools. Of course, their most popular use is for fun!

At one time in Japan, the birth of a boy was celebrated by flying huge kites over the home of the child. Kites were also used in war. Japanese warriors were strapped to large kites. These kites were flown over city walls and were then let down inside the city. The warriors could then attack from within the city or open the gates for the rest of the army.



Discuss the questions with the student.

Remind the student to use the reading strategies that he or she has learned to figure out unfamiliar words.

Encourage the student to reread the article if he or she does not understand the ideas in each paragraph. You may wish to confirm the student's understanding of each paragraph by asking the student to tell you the main idea and supporting ideas in each one.



People in Thailand flew kites at the time of the monsoon rains. They thought that this would encourage the wind to blow away rain clouds and keep their crops from flooding.

Kites led to new inventions. They have been used to measure temperatures at different altitudes and to lift aerials for radio transmissions. The idea for the modern detawing airplanes came from kites and hang-gliders of the same shape.



People still use kites to have fun. There are thousands of kinds of modern kites. Kite flying is celebrated at kite festivals around the world. China, Thailand, India, Japan, Malaysia, the United States, and Canada have kite festivals.

In Japan kite festivals began more than 400 years ago. At a recent Japanese festival, there were over 300 kinds of kites. The largest was 19 metres in length and 14 metres in width. It took 201 people to fly it. A favourite competition at Japanese festivals is the rokkaku, or "fighting kite." The rokkaku are six-sided kites decorated with striking designs. The kite teams try to bring down the kites of other flyers by cutting through their lines or tipping the kite off balance so that it crashes.

Kite festival activities may include kite-making workshops, kite-flying demonstrations, displays, and a variety of competitions.

1. This reading selection is

- ☐ a picture book story
- ☐ a legend
- ☐ an article
- ☐ a pourquoi tale

2. Kites were first invented in

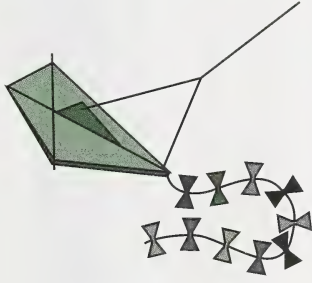
- ☐ Canada
- ☐ China
- ☐ Japan
- ☐ the United States

3. The people in Thailand flew kites to

- ☐ get into walled cities
- ☐ keep their crops from flooding
- ☐ celebrate the birth of a boy
- ☐ have kite fights

4. A rokkaku is

- ☐ a 14-metre kite
- ☐ a kite used to celebrate the birth of a boy
- ☐ a six-sided Japanese fighting kite
- ☐ a bright red kite





5. The most popular modern use of kites is

- ☐ to have fun
- ☐ to invade walled cities
- ☐ to lift aerials into the air
- ☐ to use as hang-gliders

6. Why do you think many Asian countries have kite festivals?

- ☐ Kites are a new invention in Asia.
- ☐ Kites have been used for thousands of years and are important to many Asian cultures.
- ☐ Kites were used in warfare.
- ☐ Kites are beautiful.



### Which Continent?

In the article, you read about several countries that have kite festivals. Take out your atlas. Find a world map that shows the countries of the world. Use the map to find each of the following countries: China, Japan, Malaysia, Thailand, and the United States.

7. Use the map to complete the following table. Write the name of the continent where each country is located.

Country	Continent
China	
Japan	
Malaysia	
Thailand	
United States	

Turn to the Suggested Responses on page 48 and correct your work. If you need help, ask your home instructor for assistance.

### Spelling

Find your Spelling Pre-test in Assignment Booklet 9A. It is Day 1, Assignment 1. On the lines on the next page, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.



Check to see that the student has made appropriate corrections.

Show the student which words were spelled incorrectly and help him or her spell them correctly. See the Home Instructor's Guide for suggested thematic words.



Be sure the student spells each word correctly.

Your home instructor will help you choose **four** challenge words. Write them too.

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Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Write all the spelling words from the Day 1 spelling pre-test in your Writing Dictionary. The words are

there    their    would    wood  
hour    our    knew    new

Put each word on the page with its beginning letter. Add your challenge words to the dictionary too.

Use your Writing Dictionary to help you spell words when you write.

## Phonics

On Day 1 you learned about homonyms.

8. Homonyms are words that \_\_\_\_\_  
\_\_\_\_\_.

9. Write a homonym for each of the following words. Use the clues to help you.  
Check the dictionary if you need help spelling the homonym.

sale \_\_\_\_\_ (object on a wind-powered boat)

bare \_\_\_\_\_ (a large, furry animal)

buy \_\_\_\_\_ (beside)

won \_\_\_\_\_ (a number)

knows \_\_\_\_\_ (something on your face)

Turn to the Suggested Responses on page 49 and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.



If the student is unsure of the meanings of the homonyms in the phonics exercise, ask him or her to look up each word in the dictionary. Discuss which meaning fits best in the sentences.

Check to see that the student has made appropriate corrections.



Go to your Phonics book for more practice with homonyms.  
Do page 192.

**Turn to the Suggested Responses on page 49 and correct your work. If you need help, ask your home instructor for assistance.**



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Make a Kite

There are many different ways to make kites. To create a kite, you need to think about the purpose of a kite and the types of materials that would work best. The purpose of the kite you will build is for fun or recreation.



10. A kite must be able to \_\_\_\_\_.

11. What type of materials would you choose for a kite? Check all of the things you think may be useful for building a kite.

- |                                                    |                                                 |
|----------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> iron bars                 | <input type="checkbox"/> flexible plastic       |
| <input type="checkbox"/> sticks of light wood      | <input type="checkbox"/> a rope                 |
| <input type="checkbox"/> flexible, windproof cloth | <input type="checkbox"/> string or fishing line |
| <input type="checkbox"/> large wooden planks       | <input type="checkbox"/> a fishing net          |
| <input type="checkbox"/> paper                     |                                                 |

The purpose of a kite is to fly in the wind, so the materials you choose should be light and windproof.

**Turn to the Suggested Responses on page 50 and correct your work. If you need help, ask your home instructor for assistance.**

Check to see that the student has made appropriate corrections.



If your student would prefer another kite style, independent research may be done. Check the Home Instructor's Guide for possible Internet sites or books on kite making.

Are you ready to try making a kite? You can use the following plan or you can look on the Internet for kite-making instructions. You may also find instructions for kite making in books or at a kite-making workshop.

## Kite Plan

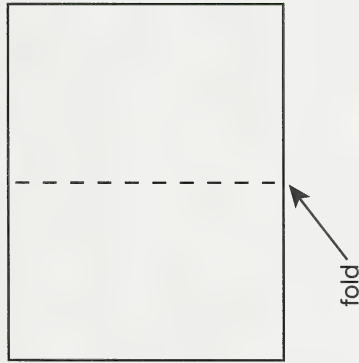
You will need the following materials:

- sheet of unlined paper (38 cm x 31.5 cm)
- crayons (optional)
- bamboo skewer
- plastic ribbon (surveyor's tape or a plastic bag cut in a spiral)
- masking tape
- string
- small piece of cardboard
- scissors
- hole punch

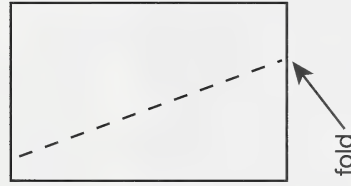
The following steps will guide you through the kite-making process. You can decorate the paper with a crayon design if you like. Make the design before you begin the steps. Don't use felt markers.



**Step 1:** Fold the sheet of unlined paper in half.

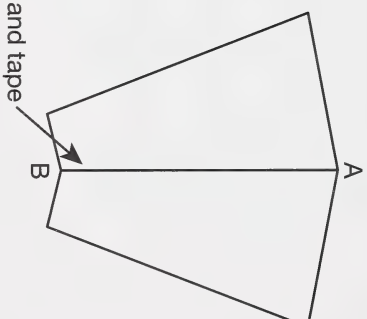


**Step 2:** Fold again along a diagonal line like the one in the following diagram.  
You may need some help from your home instructor to get the fold in the right place.

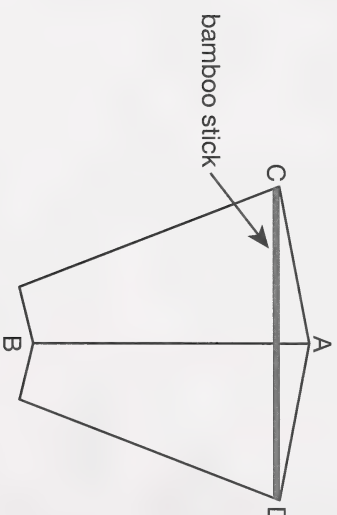




**Step 3:** Fold back one side to form a kite shape. Place tape along the fold line from A to B.



**Step 4:** Place the bamboo stick from point C to point D and tape it firmly in place. You don't need a stick along the middle fold of the kite.



## Module 9A: Inventions and Explorations



## Land and Climate Affect Choices

You have learned how the land and climate of an area affect the way that people live. The land and climate affect the type of crops that can be grown easily. They also affect the types of jobs that people have.

Think about the kind of land around your community. Is there fertile land nearby? Are there mountains or an ocean close by?

Perhaps you live on the tundra like Allashua from the story *Hide and Sneak*.



12. What type of jobs would you find in each of the areas mentioned? Draw a line to match the area with one job that you might find there.

**fertile land**

- tourism

**mountains**

- farming and ranching

**ocean**

- shipping

You know that people living in communities in Canada have job choices and lifestyles that are different from those of people living in countries with very different climates.

Even within western Canada, the job choices and lifestyles vary. The land and climate can be quite different even within a country.

For example, the land around Edmonton doesn't have mountains, but there is fertile soil. There are many farms in the area. You would also see oil wells because there are many deposits of oil under the surface of the Earth in this area.



In contrast, the land around Whitehorse, Yukon, has few farms. The climate is not suited to growing crops, and the soil is rocky and not very fertile. Many people from Whitehorse have jobs at mines because there are minerals in the rocky soil. There are also wildlife guides near Whitehorse because many animals are found in the wilderness around the community.



Think about the type of land and climate in your area.



13. List five main job choices in your community.

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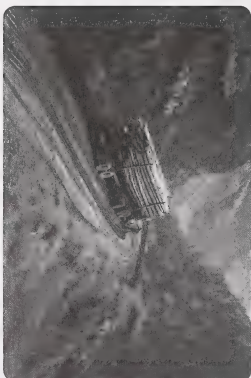
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Help the student understand how local jobs are related to the climate, natural resources, and geography of an area.

Take out your atlas. Find a map of Canada. Look for the community of Victoria. It is on the southern tip of Vancouver Island, in the province of British Columbia.

What do you think the climate is like in Victoria? Do you think it is warmer or colder than your community? Discuss the climate of Victoria with your home instructor.



What is the land like around Victoria? Look on a map that shows the mountains in British Columbia. Look at Vancouver Island.

14. What do you notice about Vancouver Island?

15. Do you think there are large farms or ranches on Vancouver Island?

Why or why not?

Discuss the fact that the climate of Victoria is warmer and milder than most places in western Canada.

The student should realize that much of Vancouver Island is covered with mountains.



Discuss the types of jobs that may be available near oceans. See the Home Instructor's Guide for more information.

16. Do you think there may be small market gardens near Victoria?  
Why or why not?

Victoria is near an ocean. The only way to get to Victoria from the mainland is by boat or airplane. What types of jobs may be available near oceans? Discuss the possibilities with your home instructor.



17. What types of jobs do you think people in Victoria may have? List three jobs that would probably be found there.

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**Turn to the Suggested Responses on page 50 and correct your work. If you need help, ask your home instructor for assistance.**

## Story Time

Find a favourite spot and relax. Will you listen to a kite story today?

## Looking Back

You learned a lot about kites today.  
What is your favourite type of kite?  
Draw a colourful design of a kite  
that you would like to have. Write  
about what you would do with it.

### My Favourite Kite

## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Suggested Responses

1. This reading selection is an article.
2. Kites were first invented in China.
3. The people in Thailand flew kites to keep their crops from flooding.
4. A rokkaku is a six-sided Japanese fighting kite.
5. The most popular modern use of kites is to have fun.
6. Kites have been used for thousands of years and are important to many Asian cultures.

7.

Country	Continent
China	Asia
Japan	Asia
Malaysia	Asia
Thailand	Asia
United States	North America

8. Homonyms are words that sound the same but have different meanings and spellings.

9. **sale**      sail

**bare**      bear

**buy**      by

**won**      one

**knows**      nose

Phonics

Page 192

- |          |         |          |         |         |
|----------|---------|----------|---------|---------|
| 1. I     | 2. sail | 3. knows | 4. knot | 5. made |
| 6. right | 7. our  | 8. or    | 9. wait |         |

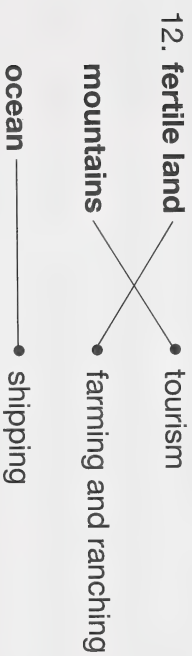
10. break	knot	11. ate	wrap
not	stake	ring	wring
weight	wait	rap	eight
steak	brake	bare	bear

12. right	dye	13. I	pane
see	sea	led	sale
die	road	sail	eye
rode	write	pain	lead



10. A kite must be able to fly in the wind.

11. The following answers should be checked: sticks of light wood; flexible, windproof cloth; paper; flexible plastic; and string or fishing line.



13. The answers will vary depending upon your location. You should have chosen five jobs that are available in your community. Examples might include farmers; healthcare workers such as doctors, nurses, radiologists, dentists, and optometrists; service industry workers such as cooks, waiters, store clerks, and cashiers; or transportation workers such as bus drivers, truck drivers, and taxi drivers.

14. You should notice that much of Vancouver Island is covered with mountains.

15. No, there aren't large farms or ranches because there are many mountains.

16. Yes, there are market gardens because they don't take up much space.

Also, the mild climate is good for growing fruits and vegetables.

17. Any three of the following answers would be acceptable: shipping; fishing; tourism; market gardening; fruit growing; piloting airplanes; or operating ferries, tugboats, or other boats.

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## Day 3

# Flying Machines

Today you will read a poem that asks, “Why not?” In the poem you will find out how an inventor imagined a machine that could fly like an insect.

Modern machines help people trade goods and services easily. Are you ready to compare two countries that export goods?

Let's get started on today's adventures!



## Getting Started

How do inventors come up with their ideas? Before an invention is made, someone must have a need for an object or service. Someone must say, "If only I could fly like a bird!" or "If only I could do this job more quickly!"



Have you ever wanted to do something that you couldn't do? Have you ever tried to get a job done more quickly or easily? Have you ever said, "If only I could . . ."

1. Make up two "if only" sentences on the following lines.

If only I could \_\_\_\_\_.

If only I could \_\_\_\_\_.

Inventors think about the "if only" ideas and ask, "Why not?" Then they start thinking of ways to make the idea happen!

If necessary, discuss this idea with the student. Remind the student of chores that he or she dislikes. Ask him or her to think about how a machine or tool could help. Also discuss other dreams that are not possible at this time, for example, travelling to Mars or living in a permanent undersea city. The student may want to invent a new way of having fun or a new sport. Encourage any imaginative idea.



## Thinking Up Ideas



Take out *Carving New Frontiers*.

Turn to the Contents page. Find the title "The Inventor Thinks Up Helicopters."

2. This selection is

**an article      a fairy tale      a poem**

Turn to the selection. Look at the illustration and read the title aloud.

In this poem the author asks a "Why not?" question. Listen as your home instructor reads the poem.



Read the poem aloud to the student.

Do you remember learning about the way that authors compare objects to help you see an image clearly?

4. A statement that compares two very different objects using the words as or like is called

**an opposite      a simile      a question**

5. What three things does the poet compare the flying machine to by using the words like or as?
- 

Listen to the poem one more time. Listen for the verbs or action words that are used to describe the movements of the bug.



6. Write at least three action words from the poem.
- 

**Turn to the Suggested Responses on pages 72 and 73, and correct your work. If you need help, ask your home instructor for assistance.**

Now it is your turn to read the poem to your home instructor. Use the punctuation marks to help you read the poem with feeling.

Read the poem aloud again.

Check to see that the student has made appropriate corrections.

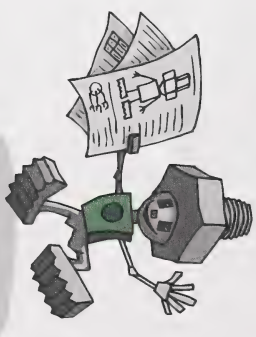
The student will read the poem to you. Encourage good expression and fluent reading.



## Your Turn

Now it's your turn to think up a new invention. Look back to your "if only" sentences. Imagine a machine that will do the things that you wish you could do.

You will draw a picture and describe your machine in your Assignment Booklet. Use your imagination! It doesn't have to be something you could really build.



Go to Assignment Booklet 9A. Do Assignment 3: My Invention.

## Spelling

Look back to the Day 2 spelling activity. Look at each word on the list. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.

## Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Write your sentences on the lines.

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Read the sentences to your home instructor when you are finished.

Module 9A: Inventions and Explorations

Refer to the Home Instructor's Guide for the sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

As the student reads the sentences to you, listen for and encourage appropriate inflection according to the content and end punctuation for each sentence.



## Phonics

On Day 1 you learned about homonyms. Today you wrote sentences with some homonyms from your spelling list. Did you have any trouble spelling the homonyms?

It can be tricky to choose the correct homonym when you write sentences or stories. You must remember what each homonym means as well as how it is spelled.

You can use a dictionary to help you if you can't remember the meaning of a homonym.

7. Read each of the following homonym pairs. Draw a line to match each homonym to the correct meaning. Use the dictionary if you need to.

**bored**

- thin, wide piece of wood

**board**

- tired of something

**soar**

- painful

**sore**

- fly high

**hoarse**

- large, four-legged mammal

**horse**

- speaking with a rough, croaking voice



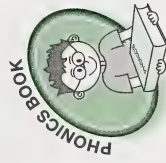
8. Write a sentence with each of the following homonyms. Be sure the sentence shows the meaning of the homonym.

dye \_\_\_\_\_

die \_\_\_\_\_

knight \_\_\_\_\_

night \_\_\_\_\_



Go to your Phonics book for more practice with homonyms. Do page 193. Be sure to use the correct spelling for each homonym.

**Turn to the Suggested Responses on pages 73 and 74, and correct your work. If you need help, ask your home instructor for assistance.**



Go to Grade Three Mathematics.



Have some fun with the poem "The Inventor Thinks Up Helicopters." Your home instructor will read the poem. Act out the movements of the helicopter as your home instructor reads. Move like some other flying machines too.



Check to see that the student has made appropriate corrections.

Read aloud the poem "The Inventor Thinks Up Helicopters." Ask the student to act out the movements as you read. Have the student suggest some other flying machines and move like them as well.

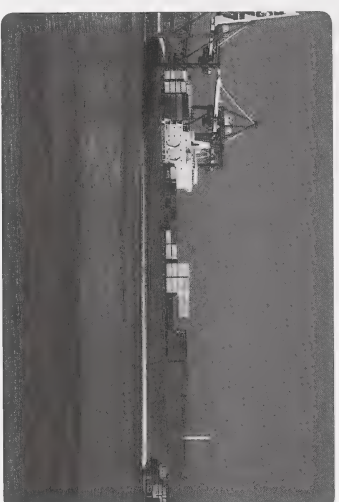


## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



## Trading Goods and Services



You have learned many things about the types of goods and services that are traded around the world. The invention of large machines, such as ships, airplanes, helicopters, and big trucks, makes it easier to transport goods around the world. These same machines also make it possible for people to travel around the world to sell their services.

Today you will compare trade in Canada and in India, another country in Asia.

## Trade in Canada

**standard of living:** the level of wealth, education, comfort, and health that a person enjoys  
Canada has a high standard of living compared to some other countries.

Canadians enjoy a high **standard of living**. Though poverty exists in Canada, most people have all their needs met. They have food, shelter, clothing, access to a good education, and health care. They may even have money left over to buy goods that they want but don't really need.

Things that are important to people make up their **quality of life**. Quality of life can mean different things to people. It is what people think makes their community a good place to live. In previous modules you talked about and listed the things about your community that make it a good place to live. Most Canadians would say they have a good quality of life.

Canada has many **natural resources**.

Natural resources are materials that come from nature. Natural resources include minerals such as oil, aluminium and iron ore; forests; and **hydropower**. Canada has more natural resources than the people can use, so these goods can be exported or traded to other countries.



Canadians export products that are grown here. More grain is grown in Canada than Canadians can use, so some of it is sold to other countries. Some of the grain is used to make goods, such as bread or pasta, that can also be sold. Beef and beef products are also exported.

Canada also exports manufactured or factory-made goods, but most of Canada's exports are natural resources or agricultural products.

What goods and services does your community export? Talk to your home instructor about examples.

**quality of life:** the sense of safety, comfort, security, health, and happiness that a person has in his or her life

**natural resources:** materials and energy that are supplied by nature and are useful or necessary to people

**hydropower:** electric power that comes from fast-flowing or falling water  
The full name is hydro-electric power or hydro-electricity.

Discuss goods or services from your area that may be exported to other countries. Include natural resources, agricultural products, and manufactured goods.



**population:** the number of people that live in a specific city, area, or country

9. Write down two things that Canada sells to other countries.
- 

Canada is a large country, but it has a small **population**. Fewer people live in Canada than in many other countries. There are lots of resources, food, and jobs for everyone to share. Since the population of Canada is small, there are fewer workers than in some other countries. Most workers in Canada are paid well. This is great for the quality of life of workers, though it also makes it expensive to produce manufactured goods. Canada uses most of the manufactured goods that it produces and does not export many manufactured goods.

### Trade in India

Take out your atlas or a globe. Find a world map in your atlas or look at the globe. Find the country of India.

What do you notice about the size of India compared to the size of Canada?

10. India is

smaller than Canada      larger than Canada  
nearly the same size as Canada



India is much smaller than Canada, but it has over one billion people. In fact, one out of every six people in the world lives in India. India does not have as many natural resources as Canada. Most people in India make their living by growing crops and raising livestock. It takes a lot of food to feed the large population.



Because their farms are small and the money they get for the food they grow is so little, farmers do not always make enough money to live comfortably. Farming communities are often looking for ways to improve their quality of life. Many farmers move to cities such as New Delhi to look for work in industry.

India imports and exports many goods. India is a leader in the electronics and software industries. Other exports include cotton, leather goods, gold, jewellery, and handicrafts.

Imports include chemicals, fertilizers, machinery, oil, and natural gas.

11. List three exports from India.

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Because there are so many people in India, there are lots of workers. The workers aren't paid very high wages, so manufactured goods cost less to produce in India. This makes the standard of living for many people in India lower than in Canada.



Workers may have to share their home with more people or live in smaller apartments. Health and educational services are not always available, especially in rural areas. Indian workers may not have extra money to buy things they want but don't really need.

You will use the information you just read to complete a table in your Assignment Booklet. Then you will use the table to compare Canada and India.



Go to Assignment Booklet 9A. Do Assignment 4: Canada and India.

Remind the student to look for keywords if it is necessary to reread the information about India and Canada.

## Flying Machines

The invention of flying machines made transportation much quicker. People can travel halfway around the world in a few hours. In the days before air transportation, this journey would take weeks!

These machines make it possible for people to travel around the world for fun or to sell their goods and services to other countries.

Can you think of some machines that fly?

12. Name at least three “flying machines.”

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**Turn to the Suggested Responses on page 74 and correct your work. If you need help, ask your home instructor for assistance.**

### Fun with Paper Airplanes

Did you think of airplanes when you listed flying machines?

Are you ready for some fun? Today you will build two paper airplanes and do some tests with them.

Have you ever made a paper airplane? If you have, take out a sheet of paper and make one now.



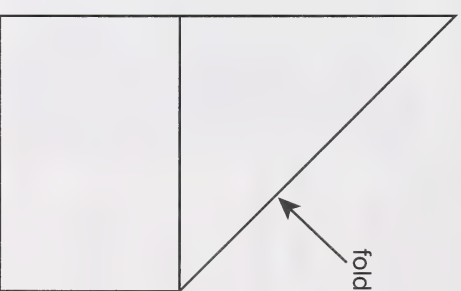
Check to see that the student has made appropriate corrections.

If the student has not made paper airplanes before, show him or her one that you know how to make.

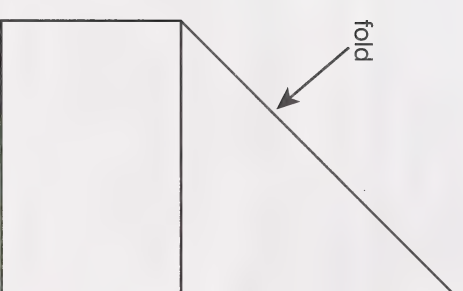


Follow these instructions to create another paper airplane. You will need a sheet of paper that is 35.5 cm by 21.5 cm.

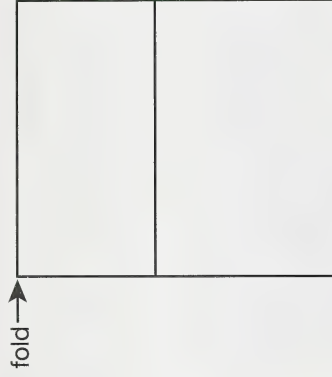
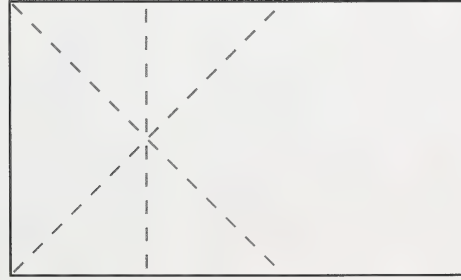
**Step 1:** Fold the top right-hand corner down.



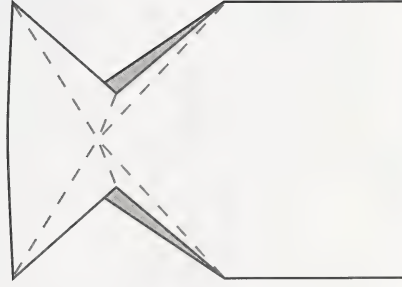
**Step 2:** Unfold the paper and fold the top left-hand corner down.



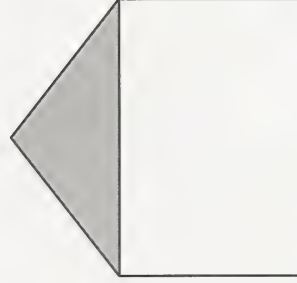
**Step 3:** Unfold the paper. Fold the top section down so that it just covers the creases from your other folds.



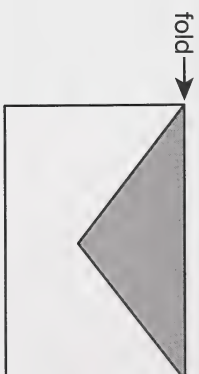
**Step 4:** Unfold the paper. The crease marks should make a star shape.



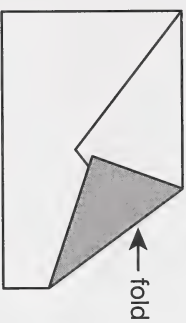
**Step 5:** Use your finger to poke in the centre point where the creases meet. Fold the top edge down and the sides in. Your paper should have a triangular top now.



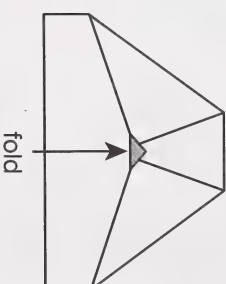
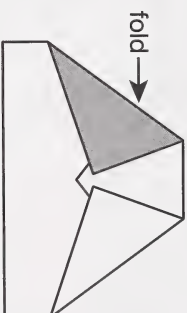
**Step 6:** Fold the point down.



**Step 7:** Fold the right-hand corner in.



**Step 8:** Fold the left-hand corner in too. Then fold up the little tip to hold the folds in place.



**Step 9:** Fold the paper in half, then fold down each side to create wings. Crease well.





Now the fun starts. Fly your new paper airplane. Try the first one you made too. Throw each one with about the same strength and in the same direction.

Which one flies the farthest?

Test your airplanes by doing the following activities. To make the test fair, do the activity in the same way with each plane. For example, if you put a paper clip on the nose of one airplane, try it on the nose of the other airplane too. Observe which airplane flies the farthest or the straightest.

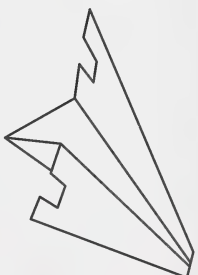
- Place paper clips on different parts of the planes. Try clips on the nose, the tail, the wings, and the bottom portion.
- Experiment with different directions and speeds. Throw the planes straight up. Stand on a chair and throw them down. Throw as gently and as hard as you can.
- Refold the planes to make the wings bigger or smaller.



**rudder:** a flat blade attached vertically at the back end of a boat or aircraft in order to steer it

The student will tell you his or her observations after completing each test. Write the observations on a chart. See the Home Instructor's Guide for instructions.

- Add flaps to the wings. Bend the flaps up and down.



- Add a **rudder** to the tails. Bend it to the left and the right.



Tell your home instructor what you observe after each test. Your home instructor will write your observations on a chart.

## Story Time

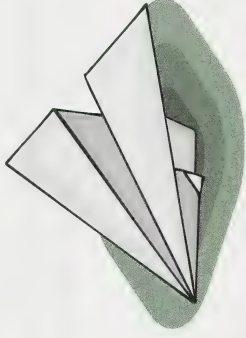
Find a favourite spot and relax. Your home instructor will read to you.



## Looking Back

What advice would you give to other students about making paper airplanes fly as far as possible?

What would it be like to live in India? How would it be different from living in Canada? How would it be the same as living in Canada?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lesson.



## Glossary

**hydropower:** electric power that comes from fast-flowing or falling water

The full name is hydro-electric power or hydro-electricity.

**natural resources:** materials and energy that are supplied by nature and are useful or necessary to people

**population:** the number of people that live in a specific city, area, or country

**quality of life:** the sense of safety, comfort, security, health, and happiness that a person has in his or her life

**rudder:** a flat blade attached to the back end of a boat or aircraft in order to steer it

**standard of living:** the level of wealth, education, comfort, and health that a person enjoys  
Canada has a high standard of living compared to some other countries.

## Suggested Responses

1. You should have completed the sentence starters with two things you would like to be able to do. These wishes may have included ways of getting chores done, travelling somewhere, or inventing a new recreational activity.
2. This selection is a poem.

3. Any of the following answers is acceptable: hop, swerve, be fleet, go up and down, go left and right, land in a small space.
4. A statement that compares two very different objects by using the words as or like is called a simile.
5. a cricket, a dragonfly, and a beetle
6. Any three of the following answers are acceptable: whirling, winding, hops, swerves, testing, twisting, veering, jounce, bounce.
7. **bored** • thin, wide piece of wood  
**board** • tired of something
- soar** • painful  
**sore** • fly high
- hoarse** • large, four-legged mammal  
**horse** • speaking with a rough, croaking voice

8. The sentences should clearly illustrate the meaning of each homonym.  
The following sentences are examples:

She will dye her yellow shirt green.  
Everything alive must eventually die.  
That is a story about a knight.  
After day comes night.

**Phonics**

Page 193

- |        |          |        |          |          |        |
|--------|----------|--------|----------|----------|--------|
| 1. two | 2. eight | 3. buy | 4. hours | 5. right | 6. see |
|--------|----------|--------|----------|----------|--------|
9. Any two of the following answers are acceptable: minerals, oil, aluminium, iron ore, hydropower, lumber, forest products, grain, grain products, beef, or beef products.
10. India is smaller than Canada.
11. Any three of the following are acceptable: software and electronics, cotton, leather goods, gold, jewellery, and handicrafts.
12. Any three or more of the following answers are acceptable: space shuttle, rocket, glider, hang glider, airplane, helicopter, or jet.



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## Day 4

### Invent a Story

On Day 3 you invented a machine. Today you will “invent” a story for a younger child. After you write the story, you will create some special illustrations for it. Then you will put the illustrations and words together to make a book. You will be able to read your book to a young friend or brother or sister!

Have you ever thought about how technology affects people from different countries? Today you will learn more about technology and how it can help people.



## Getting Started

Do you have a younger brother or sister? Have you ever read a story to a younger child? What kind of stories do little children like to hear? What kind of pictures do they enjoy looking at? Do you remember the kind of stories you enjoyed? Discuss these questions with your home instructor.

## Invent a Story

You have written many stories in grade three. Most of the stories that you have written have been about an assigned topic. Today you will choose your own topic. Think about what topics interest little children.

Brainstorm some ideas with your home instructor. As you think of topics you could write about, your home instructor will write the ideas on the board. Remember, the topic must be interesting to a young child.

Now you need to plan for writing your story in more detail. Will what you write be fiction or non-fiction? What kind of characters will you invent for the story? Where will the story take place? If it is non-fiction, what kind of information will it contain?



Discuss the questions with the student.

As the student suggests topics, write the ideas on the chalkboard or whiteboard.



If your student does not remember the different ways to plan stories, spend some time looking through previous lessons. In the English Language Arts Provincial Achievement Test administered at the end of grade three, the student will be asked to plan and write a story independently.

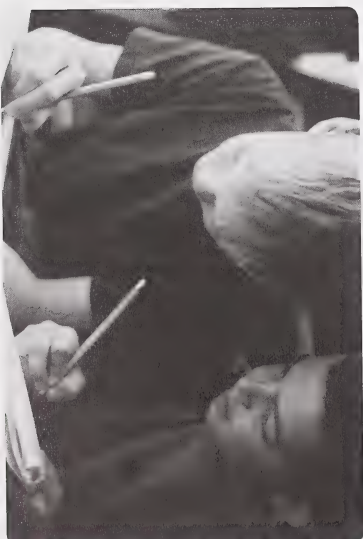


Take out a sheet of unlined paper.

Create a plan for your story. You will send it to your teacher on Day 9.

When you have finished your plan, start thinking about the story. Use your plan to help you write your story. As you begin to write, remember to do the following things:

- Use words that young children can understand or tell what a difficult word means.
- Include lots of interesting details.
- Make up an interesting title.



## Edit Your Story

Now it's time to edit your story

1. Name some things you should look for when you edit a story.

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Turn to the Suggested Responses on page 91 and correct your work. If you need help, ask your home instructor for assistance.

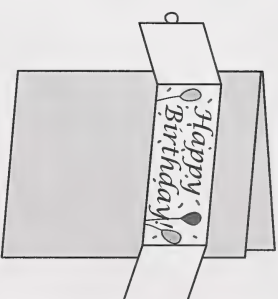
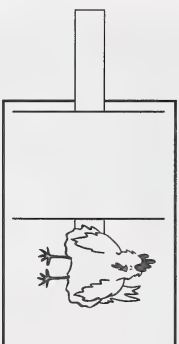
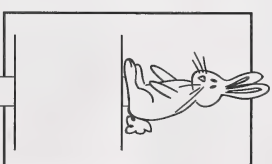
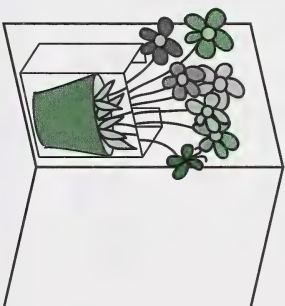


Check to see that the student has made appropriate corrections.

## Invent the Illustrations

Did you know that young children like illustrations that move? Most young children enjoy books that have pop-up pictures, sliding pictures, or flaps that open. You will plan and create some movable illustrations for your story.

Look at the different types of movable pictures that appear in books.



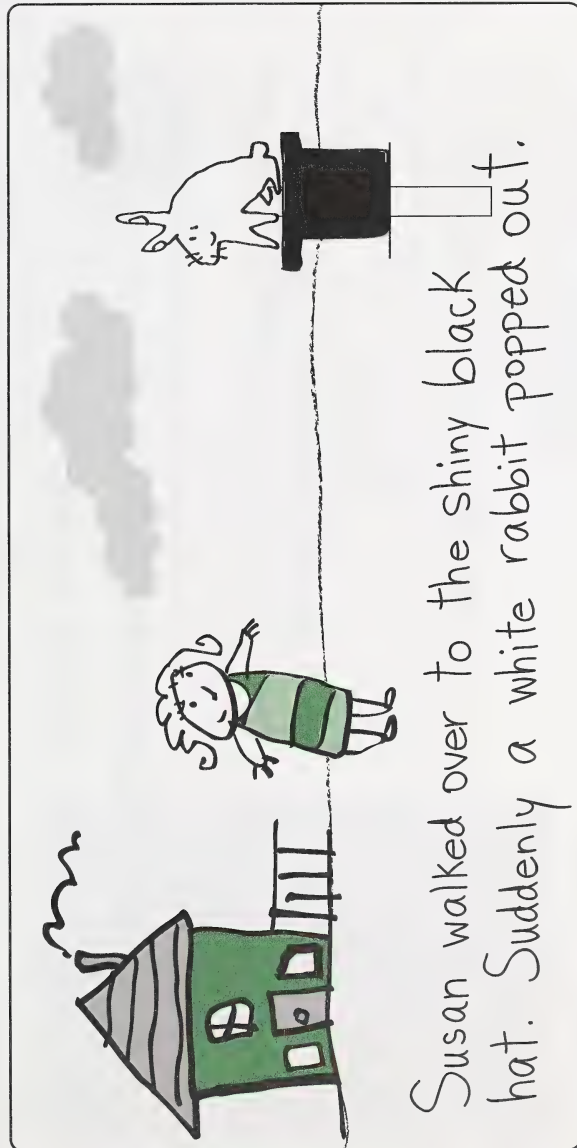
Think about what type of illustrations you will create. The pictures should show important ideas from your story. You will need to make at least four movable pictures for your book.





Take out at least four sheets of unlined paper.

You will make your book at least four pages long. It can be longer if you like. Do one page at a time. Draw a background for the movable picture you have planned. Draw your movable picture and carefully add it to the page. Be sure to leave enough room to write the part of your story that will go with that page.



Susan walked over to the shiny black hat. Suddenly a white rabbit popped out.

When the picture is finished, add the sentences that go with that page. Do each page in the same manner. Later today you will make a cover for your book and put the pages together.



Put your story plan and illustrated pages in your Writing Folder.

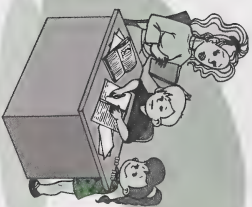
## Spelling and Handwriting



Take out your interlined notebook or interlined paper.

Look back to the spelling list on Day 2. You will make up a sentence for each spelling word and challenge word on your list.

Write the sentences in handwriting in your notebook or on your interlined paper. Look at your handwriting chart if you need to.



Underline each spelling word.

Show the sentences to your home instructor when you are finished.

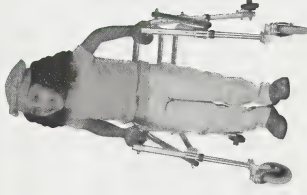
Check the handwriting for correct formation and consistent slant. Also check the spelling words for accurate spelling.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Invent a Cover

Look at the book that you just read silently.

2. What is the cover of the book made from?





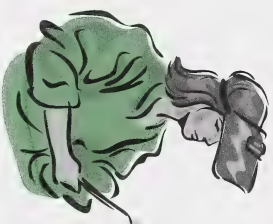
3. What information does the cover give you? Look at the front and back cover. Check all the things that appear on both covers of your book.

- ☐ the title of the book
- ☐ the name of the author
- ☐ the name of the illustrator
- ☐ a picture about the story
- ☐ a summary of the book
- ☐ information about the author
- ☐ awards that the book won
- ☐ book review information



4. How are the pages in the book held together?

**workmanship:** the skill and care used by a person or persons in making or creating something



You have made many different structures and objects over the last few weeks. You probably realize that it is important to do a task carefully and neatly. Good **workmanship** is very important when you build or create things.

Take another look at the book you read in Silent Reading.

5. Do you think it was created with good workmanship? Explain why.

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You need to create a cover for your book. You need to hold the pages together in some way.

Plan your cover.

6. What material will you use for your cover? \_\_\_\_\_
7. How will you join the pages? \_\_\_\_\_
8. What tools will you need? \_\_\_\_\_
9. What information will you put on the cover?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Turn to the Suggested Responses on pages 91 and 92, and correct your work. If you need help, ask your home instructor for assistance.**



Make the cover for your book and join the pages in the way that you have planned. Use your best workmanship.

Practise reading your story. Use good expression and read smoothly. Now you are ready to read the story to a young child.

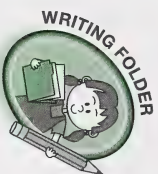
Check to see that the student has made appropriate corrections.

If the student cannot read the story to a child today, plan this activity for another time. Assignment 5 must be completed after the student has read the story to a child.

Was the story interesting to the child? Were you proud of your workmanship? You will answer these questions in your Assignment Booklet.



Go to Assignment Booklet 9A. Do Assignment 5: What I Learned.



Put your book in your Writing Folder.

You will send the book and the story plan to your teacher on Day 9.

## Technology Can Help People

You have thought about some of the ways new inventions have changed the way people live. New inventions include not only machines but also new technologies and ideas.

Take out your dictionary. Find the word technology in the dictionary.

10. What does technology mean?

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People around the world use new technology to make life better or to make jobs easier. Not all people in some countries have access to new technologies.

Think about farming in Canada. Because many farmers use large tractors, combines, and other equipment, they can produce a lot of vegetables, grain, or milk. Using technology allows Canadian farmers to produce extra food that can be sold to other countries.



The farmers in countries such as India, China, or many countries in Africa may not be able to afford to buy machines. Much of the farm work must be done by hand. This means that it takes more work to produce less food. Farmers may not produce enough food to feed all the people who live in the country.

Technology includes new medical knowledge too. At the University of Alberta, doctors have been trying to find new ways to help people who suffer from diabetes. By working together, they have found new and better ways to help people with this disease. Medical knowledge helps people live longer, healthier lives.



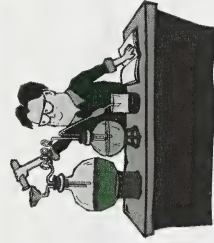
In Canada doctors and scientists with new ideas receive money. This money allows them to research diseases or to look for better ways of keeping people healthy.

Canada also has good schools and universities to train these scientists and doctors.

It is difficult for scientists in some countries to carry out new research or to develop new ideas because they may not have access to libraries or laboratory equipment. In countries with a low standard of living, there may not be money available to fund scientific research.

People need enough food, water, clothing, and shelter before having the resources to develop new technology.





Look through a newspaper or listen to the news on television. Listen for news that tells about any new ideas or inventions that are being developed in the world.

11. What new idea or invention did you learn about?

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12. Which country do the scientists or inventors come from?

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13. How will that invention change day-to-day life?

Turn to the Suggested Responses on page 92 and correct your work. If you need help, ask your home instructor for assistance.

## Story Time

Find a favourite spot and relax. Your home instructor will read to you.

Module 9A: Inventions and Explorations

Help your student locate a news item about a new idea, medical breakthrough, or invention that is being developed. You may have to search for this information over the next few days. If you have the Discovery Channel on television, *The Daily Planet* often includes current scientific research.

Check to see that the student has made appropriate corrections.



## Looking Back

Do you think good workmanship is important when scientists are working on a new idea? Why or why not?

Would the invention you made up on Day 3 change the world? What changes would it cause?



## Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lesson.

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## Glossary

**technology:** the use of scientific knowledge for practical purposes; the tools and machines people use

**workmanship:** the skill and care used by a person or persons in making or creating something

## Suggested Responses

1. You may have listed any of the following ideas:

- The story or information should make sense.
- The beginning should introduce the setting and characters or the topic.
- There should be a problem and solution in a fiction story.
- There should be interesting details and descriptive language.
- The ending should sum up something that happened in the story.
- Sentences need to be complete.
- Sentences should vary in length.
- Different types of sentences should be used.
- Spelling, punctuation, and capitalization should be checked.

Any other reasonable editing tips are acceptable as well.

2. Covers are usually made of heavy paper, cardboard, cloth, or leather.
3. The answers you checked will depend on the book you examined.
4. Most commercial books are bound with glue or staples.

5. You should have indicated whether the book shows good workmanship. If the book has held up through several readings, it was probably created with good workmanship. If it has fallen apart, the workmanship may not have been good.
6. to 8. You should have listed the materials, joining method, and tools that will be used to create your book.
9. You should have at least a title and your name on the front cover. Other information may be added to the back cover as well.
10. Technology means the use of scientific knowledge for practical purposes or the tools and machines people use.
11. to 13. Answers will vary, depending upon the information that you found.

One example would be hybrid cars. These cars use gasoline and batteries. Countries that produce these cars are Canada, Japan, and the United States, as well as Germany and other European countries that have automobile manufacturers. These cars affect daily life by producing less pollution so the air is cleaner and there is less smog in large cities with lots of traffic.



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## Day 5

# Transportation and Communication

It is easy to take important inventions for granted if you have always had them around. Today you will read a story about an invention that you probably take for granted. The world would be very different without this device. Can you guess what this invention might be?

You will also learn more about how communication and transportation technology affect different countries. Are you ready to make more new discoveries?



## Getting Started

Can you imagine living in a time before there were cars and trucks? Have you ever thought about how the invention of motor vehicles changed communities? The invention of motor vehicles made many important changes in transportation.



1. List four different motor vehicles that you see on the roads of your community.

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Can you imagine living in a time before telephones, TVs, and computers were invented? How did these communication devices change communities in the world?

2. These devices made communication

**much slower      a little slower      much faster**



## “The Very Clever Device”

Today you are going to read a story that was told to an author by her grandparents. Travis Forsyth, the author, says that the stories that her grandparents told her every night seemed very real.



Take out *Carving New Frontiers*.

Turn to the Contents page. Find the story called “The Very Clever Device.”

3. The story begins on page \_\_\_\_\_.

Turn to that page. Look at the pictures in the story.

4. The pictures tell you that this story takes place

**in the past      in the future      now**

5. What do you think the very clever device might be?

---

Turn to page 46. Read the information about the author.

6. The author spent many summers with her \_\_\_\_\_.

7. She liked to listen to their \_\_\_\_\_.

Go back to the beginning of the story. Read the first page and find out as much as you can about the characters in this story.

8. Name three characters that you meet on the first page.

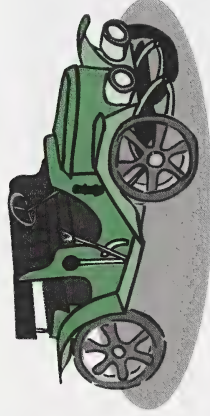
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9. What does Mary like to do in her spare time?

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10. What is Mary's job?

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Sometimes authors use common sayings in stories. Have you ever heard someone say that he or she is “as busy as a bee”? Have you heard a gardener being described as “having a green thumb”? Read the third paragraph on page 42 again. Find a saying that means someone is jealous.



11. A saying that describes jealousy is \_\_\_\_\_.

Look at the old-fashioned device on page 43.

The picture shows a telephone **switchboard**.

A switchboard was used to connect the people who wanted to talk to each other. One person would call the operator and tell her who he or she wanted to talk to. The operator would move the wires to connect the two telephones and then the people could talk to each other.



**switchboard:** a board with switches, plugs, and buttons for opening and closing electric circuits, especially in earlier times for telephone lines

The word switchboard is a compound word.

12. Which two smaller words make up this compound word?

\_\_\_\_\_ and \_\_\_\_\_



Read page 43.

13. Why isn't Mary very busy at her job?

---

How would you describe a car or automobile to someone who has never seen one?



14. Write a sentence to tell about a car.

---

Now read page 44 to find out how Mary's father describes the car.

15. Which description do you think is better, yours or Mary's father's?

---

16. What important news does Mary tell the people in the town?

---

Now read page 45 to find out how the people in the town react when they see the automobile.

**veil:** a piece of very thin material worn by a woman to protect or hide her face, or for decoration



A **veil** is a very thin piece of cloth that is worn to protect or hide the face. Read the last page to find out why the women in the car are wearing veils. Find out what Mary's family thinks about the automobile.

17. The women are wearing veils to \_\_\_\_\_

\_\_\_\_\_

18. What did the family think of the automobile? Write one thing that each person said about the automobile. Remember to put quotation marks around the statement.

Mary's brother Travis says, \_\_\_\_\_

Papa says, \_\_\_\_\_

\_\_\_\_\_

Mama says, \_\_\_\_\_

\_\_\_\_\_

If necessary, help the student put the quotation marks in the correct places.

Check to see that the student has made appropriate corrections.

# Retelling a Story

You found out that this story was told by the author's grandparents. The author retold the story for you.

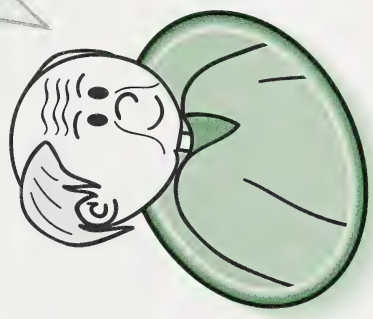
Are you good at retelling stories? Ask your home instructor to tell you a story about something that happened in the past. Listen carefully to the story that is being told. You will retell the story later.

After your home instructor has told you the story, think of a title.

19. I think a good title for the story would be \_\_\_\_\_.

Think about the main ideas and events of the story. You will make a web to help you retell the story.

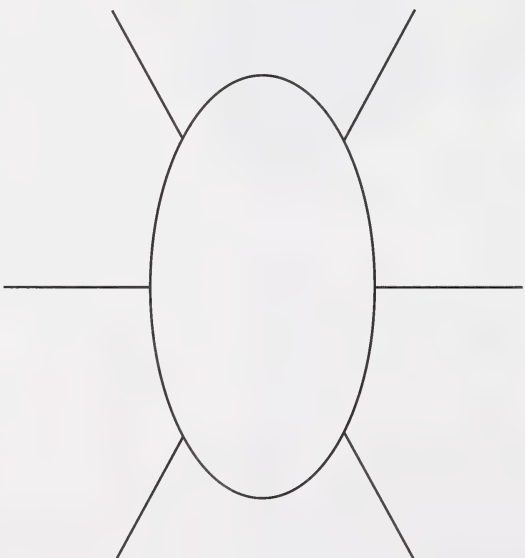
When I was about your age, our family went on a trip to Whitehorse to visit relatives.



Tell the student an interesting story about your youth. You may wish to share a story about the first time you witnessed a new invention, device, or idea.



20. Print the title in the centre of the web. Finish the web by writing one main idea or event from the story at each point around the web.



Use the web to retell the story to someone in your family later today.

**Turn to the Suggested Responses on page 114 and correct your work. If you need help, ask your home instructor for assistance.**

Later today, ask the student to retell the story to a family member. The student may use the web to help recall the main events.

Check to see that the student has made appropriate corrections.

## Spelling

Did you notice that all your spelling words for this module are homonyms? Homonyms are often difficult to spell because you must remember the meaning of each word.

21. Match each spelling word with the correct meaning.

- |              |                         |
|--------------|-------------------------|
| <b>knew</b>  | • a measurement of time |
| <b>hour</b>  | • not known before      |
| <b>new</b>   | • a place               |
| <b>there</b> | • understood            |
| <b>our</b>   | • belonging to them     |
| <b>their</b> | • belonging to us       |

## Phonics

When you write stories or sentences, think carefully about the meaning of the homonyms you will use. In your phonics activity today, you will use homonyms to write an article.

Check to see that the student has made appropriate corrections.



Go to your Phonics book. Do page 194.

**Turn to the Suggested Responses on pages 114 and 115, and correct your work. If you need help, ask your home instructor for assistance.**



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



## Communication and Transportation Technology

Technology affects world communities in many ways. You have learned how agricultural and medical technology varies in different places. Communication and transportation technology is also different in many countries.

In countries such as Canada, the United States, and Europe, modern transportation is widely available, even in **remote** areas. Many adults own a motorized vehicle. Roads, highways, and airports are built so that most people can travel easily. Public transportation, such as trains, buses, and ferries, is often inexpensive and easy to use.

**remote:** out of the way; far from a major centre

22. Check all the types of transportation people in your family have used.

- ☐ cars or vans
- ☐ buses
- ☐ airplane
- ☐ light-rail transit
- ☐ trucks
- ☐ trains
- ☐ ferries
- ☐ bicycles
- ☐ boats
- ☐ snowmobiles
- ☐ ATVs



**public transportation:** the forms of transportation that people in a community share. Some examples are trains, buses, and ferries.

Many people in countries such as India, China, and Mexico use animals or simple machines, such as bicycles, as their main form of transportation, especially in rural areas. Because not as many people own cars like people in Canada do, some countries have built huge **public transportation** systems to help people travel. It takes a lot of time and money on the part of the government building the system, but for the person who uses it, it is less expensive and faster than owning a vehicle. It also helps prevent a lot of air pollution from the exhaust of single vehicles.

As you learned on Day 4, some countries have more money to spend on research. Sometimes this research helps develop new devices that improve transportation.

A team of Canadians invented the Canadarm. The Canadarm is a large robotic arm that is used to get things in and out of space. It is like a human arm with joints in three different places. It can scoop a satellite from space so that it can be repaired. Canadians shared this discovery with the United States, and it is now used regularly in the U.S. Space Shuttle Program.



Communication technology also varies around the world.

23. Check all the types of communication devices that your family uses.

- ☐ telephone
- ☐ cellular phone
- ☐ computer
- ☐ Internet
- ☐ television
- ☐ radio
- ☐ fax machine
- ☐ tape recorder

Do you think all the people in the world have these devices to help them communicate with each other? Discuss this with your home instructor.

24. Name two countries where most people have access to modern communication devices.

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25. Name two countries where most people do not have access to these devices.

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You have learned that not all people in the world have the same standard of living, access to technology, or access to health care and education.

**Turn to the Suggested Responses on page 115, and correct your work. If you need help, ask your home instructor for assistance.**



Discuss the fact that many people in developing countries do not have access to the communication devices that many Canadians enjoy. Discuss the fact that the electricity necessary to run these devices is not universally available.

Check to see that the student has made appropriate corrections.



Create a chart to discuss the pros and cons of this question. Your student will add to the chart over the next few days.

Do you think that countries such as Canada should share their ideas, inventions, and new developments with other countries? What could those countries share with Canada?

Look at the chart that your home instructor made on the chalkboard. This chart can help you decide how to answer this question. Under the side that says *Why Canada Should Share*, your home instructor will help you write some reasons you think ideas and inventions should be shared. Tell your home instructor why discoveries should be shared.

Think about some reasons why discoveries should not be shared. Ask your home instructor to write those reasons on the other side of the chart.

## An Arm Model

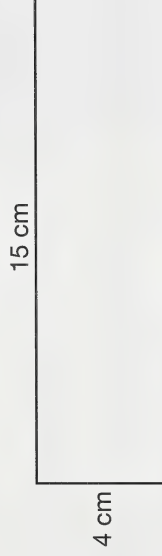
The inventors of the Canadarm thought about how a human arm works. They used metal to create a robotic arm. Today you will make a model of a human arm using cardboard, a paper fastener, and some rubber bands.

### Materials

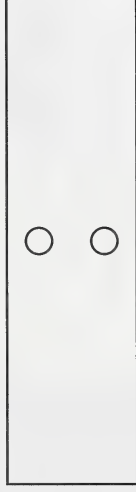
- light cardboard or poster board
- a brass paper fastener
- two large rubber bands that are the same size
- hole punch
- scissors

## Procedure

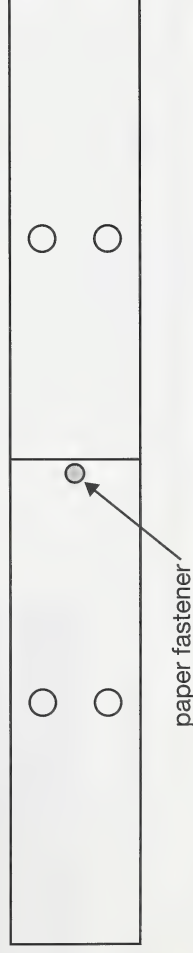
**Step 1:** Cut out two rectangles from the cardboard. The rectangles should be about 15 cm long and 4 cm wide.



**Step 2:** Punch two holes in the centre of each rectangle as shown.



**Step 3:** Overlap the rectangles and join them with a brass paper fastener.



**Step 4:** Cut the rubber bands. Stretch out one rubber band and tie one end to the top right hole and the other end to the top left hole. The rubber band should be tight enough that it causes the cardboard pieces to bend like your elbow. With the other rubber band, tie one end to the bottom right hole and the other to the bottom left hole.

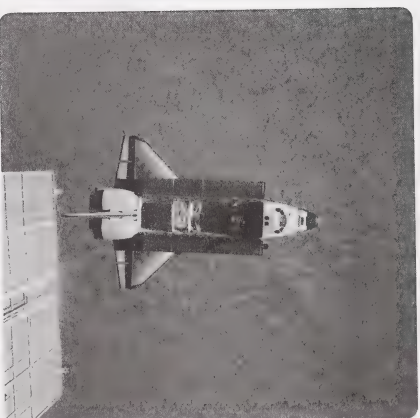
26. You can make the model arm straight by \_\_\_\_\_.

The cardboard acts like the bones in your arm. The rubber bands act like your muscles.

27. When you straighten the model arm, the rubber bands

**get longer and tighter      get shorter and looser      don't change**

Scientists used the same idea to create the Canadarm, using metal for the “bones” and electric motors for the “muscles.” It is operated by a computer that gives information to the astronaut who controls the arm.



If your student is interested in learning more about the Canadarm, go to the website of the Canadian Space Agency at <http://www.space.gc.ca> and choose *KidStation*.

Check to see that the student has made appropriate corrections.

**Turn to the Suggested Responses on page 115 and correct your work. If you need help, ask your home instructor for assistance.**

## Story Time

Find a favourite spot and relax. Your home instructor will read to you.



## Looking Back

What is one communication device or transportation device that you use almost every day? What would happen if that device had never been invented? What would you do instead?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.

## Glossary

**public transportation:** the forms of transportation that people in a community share

Some examples are trains, buses, and ferries.

**remote:** out of the way; far from a major centre

**switchboard:** a board with switches, plugs, and buttons for opening and closing electric circuits, especially in earlier times for telephone lines

**veil:** a piece of very thin material worn by a woman to protect or hide her face, or for decoration

## Suggested Responses

1. You may have listed any four of the following answers: cars; sport-utility vehicles; vans; minivans; trucks; convertibles; snowmobiles; motorcycles; all-terrain vehicles; tractors; other motorized farm equipment; big trucks or semis; specific types of big trucks, including refrigerator trucks, logging trucks, heavy equipment haulers, and so on.
2. These devices made communication much faster.
3. The story begins on page 42.
4. The pictures tell you that this story takes place in the past.

5. You may have predicted that the device is an automobile. Any reasonable prediction is acceptable.
6. The author spent many summers with her grandparents.
7. She liked to listen to their stories.
8. Mary, Mama, Papa, brothers and sisters
9. She likes to ride horses, run with her brothers, and tell stories to her sisters.
10. Mary is a switchboard operator.
11. A saying that describes jealousy is "green with envy."
12. switch and board
13. There were only five telephones in town.
14. Answers will vary. The sentence should describe the features of a car.  
An example is given.  
A car has four wheels and a motor.
15. You are expressing an opinion. Either answer is acceptable.
16. Mary tells the people that an automobile will be passing through town.



17. The women are wearing veils to keep the dirt out of their faces.

18. Mary's brother Travis says, "I wouldn't want to own one." You should have included the quotation marks to indicate that this is a direct quotation.

Papa says, "There's nothing as beautiful as a good horse," or "The automobile is a very clever device," or "We don't need to hurt Mr. Ford's feelings by telling him that we'll always prefer the horse."

Mama says, "I don't imagine an automobile will ever be seen around here again."

19. Does your title accurately describe the story you were told?

20. The web should list the main points of the story. Did your web help you retell the story?

21. **knew** • a measurement of time  
**hour** • not known before  
**new** • a place  
**there** • understood  
**our** • belonging to them  
**their** • belonging to us

## Phonics

Page 194

Put a check mark beside each item that your narrative paragraph has.

- ☐ a topic sentence
- ☐ words from the box
- ☐ words like *first*, *then*, and *later* to make the order of the events clear
- ☐ words to tell how things looked
- ☐ words to tell how things sounded
- ☐ words to tell how things smelled and or tasted
- ☐ words to tell how things felt

22. You should have checked all the transportation methods that have been used by people in your family.
23. You should have checked all the communication devices that are used by people in your family.
24. Any two countries, such as Canada, the United States, Dubai, Japan, Finland, Australia, Singapore, New Zealand, or Spain, would be acceptable.
25. Any two developing countries, such as Pakistan, China, Thailand, Nicaragua, Ghana, or Nigeria are acceptable.
26. You can make the model arm straight by stretching the rubber bands.
27. When you straighten the model arm, the rubber bands get longer and tighter.

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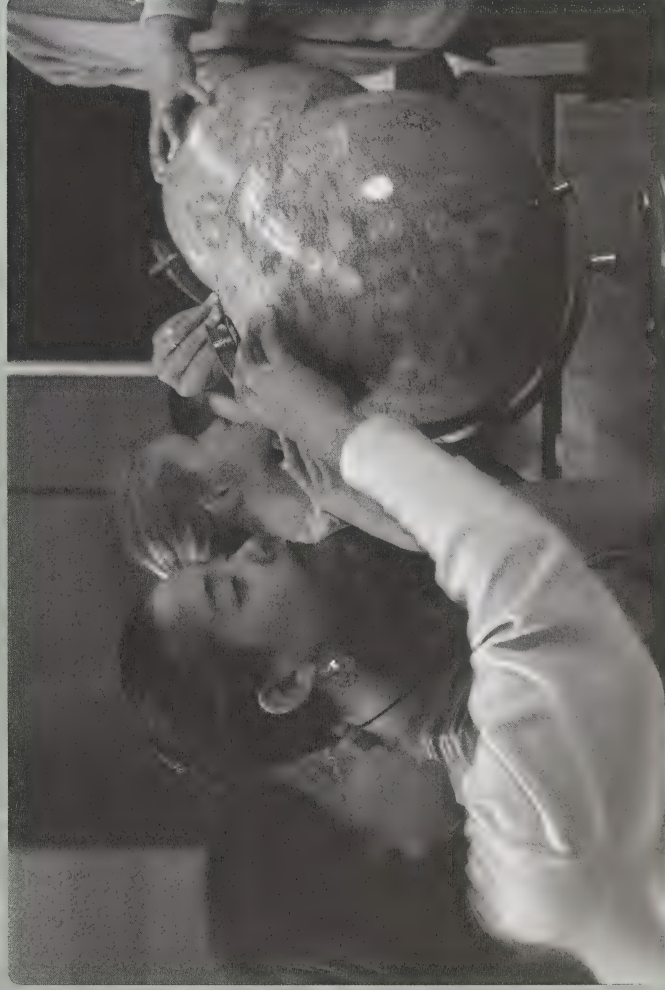


## Day 6

## Vehicles and More

In today's activities you will take another look at the story that you read on Day 5. You will also have some fun creating a page for a scrapbook.

Have you ever thought about how the actions of Canadians affect other people in the world? Would you like to learn more about how countries are connected? Today you will explore these ideas.



## Getting Started

The characters in the story “The Very Clever Device” did not think that automobiles would catch on. They thought that everyone would want to continue to use horses for transportation. Were they right?



The student will discuss why automobiles became popular and tell why they are so useful.

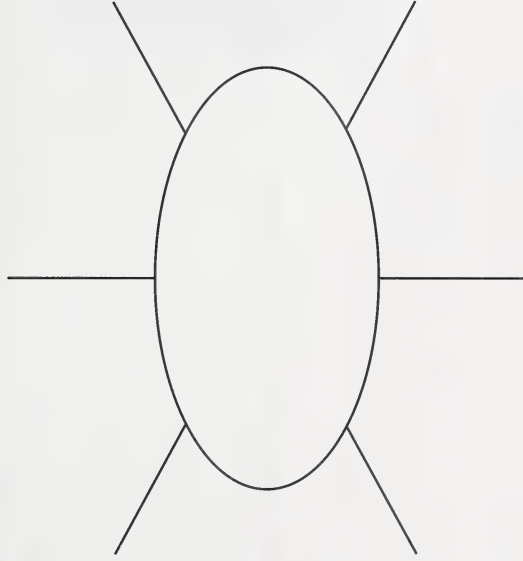
Why do you think automobiles became so popular? What made automobiles useful? Tell your home instructor what you think.

1. Automobiles are useful because \_\_\_\_\_

## “The Very Clever Device”

How well can you remember the story “The Very Clever Device”?

2. Create a web that tells the most important events from the story. Write the title in the centre of the web. Write one major event for each line around the web.



**Turn to the Suggested Responses on page 132 and correct your work. If you need help, ask your home instructor for assistance.**

Check to see that the student has made appropriate corrections.



Discuss with the student why this part of the story was selected as a favourite.



Take out *Carving New Frontiers*.

Read "The Very Clever Device" again. Think about which part of the story you like best. Draw a picture of your favourite part. Write a sentence to tell what is happening in the picture.

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## Apostrophes

Earlier this year you learned that apostrophes are used when contractions are made. The apostrophe shows that letters are missing.

can't    don't    you'll    they're

Apostrophes are also used to show that something belongs to someone. Read the following sentences:

**The boy's house is not far.**

**Paige's toy truck is broken.**

**Get the dog's leash and take her for a walk.**

**The chair's leg is broken.**



3. Circle the words in the sentences that contain apostrophes.

The apostrophes in these sentences show **possession**. Possession means that someone or something owns the object.

Read the first sentence aloud: **The boy's house is not far**. The apostrophe shows that the house belongs to the boy.

**possession:** ownership or  
the act of owning something

Read the next sentence aloud: **Paige's toy truck is broken.**

4. The apostrophe shows that the toy truck belongs to \_\_\_\_\_.

Read the next sentence aloud: **Get the dog's leash and take her for a walk.**

5. The apostrophe shows that the leash belongs to the \_\_\_\_\_.

Now read the last sentence: **The chair's leg is broken.**

6. The apostrophe shows that the leg belongs to the \_\_\_\_\_.

7. Are you ready for a word hunt? You are going to skim through the story "The Very Clever Device" and find all the words that contain apostrophes. In the first column, write the words that show possession. In the second column, write the words that show contractions.

Possession	Contraction

Turn to the Suggested Responses on page 133 and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.



Can you use words that show possession in a sentence? Can you use homonyms and contractions in sentences? You will show your teacher what you have learned about these types of words.



Go to Assignment Booklet 9A. Do Assignment 6: Write a Sentence.

## Phonics

Today you will review what you have learned about dictionary skills. Dictionaries can help you in many ways.

8. Tell three ways dictionaries can be useful to you.

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To find words quickly, you must understand how a dictionary is organized.

9. The words in a dictionary are listed in \_\_\_\_\_ order.

You have learned that when you alphabetize words that begin with the same letter, you may have to look at the second or even the third letter.

Put the following words in the order they would appear in a dictionary.

10. cart

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cat

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colour

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cold

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came

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11. would

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wood

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wild

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woke

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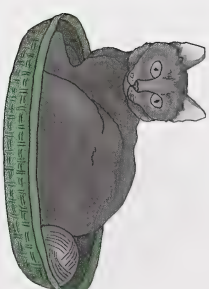
winter

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Go to your Phonics book for more practice with alphabetical order.  
Do page 195.

Turn to the Suggested Responses on pages 133 and 134, and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Motorized Vehicles

The invention of motorized vehicles was very important. Vehicles with motors could travel faster than horses or other animals used for transportation. They could travel faster than bicycles too. Another advantage of motorized vehicles was that they could carry heavier loads. Transporting goods from one community to another became much easier.



You will begin to make a scrapbook about motorized vehicles, structures, and containers. Today you will make a page about vehicles.



Turn to the *Grade Three Thematic Multimedia* CD and find the Photo Gallery.

The Photo Gallery contains photographs of vehicles, structures, and containers. Find the photos of vehicles. Select four photographs that you would like to include in your scrapbook. You will use a computer word-processing program to create your scrapbook.

You need to create a new folder on the computer desktop to keep your pictures in. You should name the file something specific, like "Scrapbook Photographs." Ask your home instructor to help you with this.

To retrieve your four pictures using Windows, right-click on a picture you have selected from the Photo Gallery. This will open some options. Choose "Save Picture or Image" from the list of options. Save each picture to the folder you created on the desktop.

To retrieve your four pictures on a Macintosh computer, control-click on a picture you have selected from the Photo Gallery. Then choose "Save Picture or Image" from the list of options. Save the picture to the folder you created on the desktop.



After you have collected the four pictures, think about how you will arrange them on the page in a word-processing program.

Your scrapbook page will need the following elements:

- a title that describes the page
- four pictures arranged in a pleasing way
- captions under or beside each picture to describe the **type of vehicle** it is and the **main purpose** of the vehicle



Like a poster, a scrapbook page is made to communicate ideas. The lettering for the title should be clear and attractive. You might try using a different font or a different size. Ask your home instructor to help you with this.

The pictures should not be too crowded or too far apart. The captions should be easy to read.

After you have completed the page, print it. Then you can add other elements to decorate the page. You might want to use stickers, coloured paper, or borders.

Remember to use your best workmanship.

When you are finished your scrapbook page, put it into your Art Folder.

Help the student select a size and font for a title and place it at the top of the page.

If anyone in your family is involved in scrapbooking projects, ask him or her to share his or her work and ideas with the student.

The student may use decorative elements, such as coloured paper, stickers, cut-out shapes, drawings, borders, adhesive letters, frames, or stencils, on the page after it is printed.

## More Global Connections



You have learned that communities around the world are connected by trade. You also learned that many people have connections with other world communities because their relatives live in a different country. New inventions in transportation and communication have made it easier to make connections with people who live in other parts of the world.

What other connections do communities from around the world have with Canadians? Tell your home instructor of any other connections you know about.

People from around the world are connected in many ways.

Can you remember a time when your family planned to go on an outing, but someone in your family was not feeling well? What did your family do? Tell your home instructor.

One person in a family affects other members of the family. If one person is sick, the other members in the family may have to wait to do something until everyone is feeling well.

Can you think of another example where the actions of one or two family members affected the other members in the family? Tell your home instructor.

Ask the student to suggest other ways that countries and communities from around the world are connected.

Discuss these issues with your student.

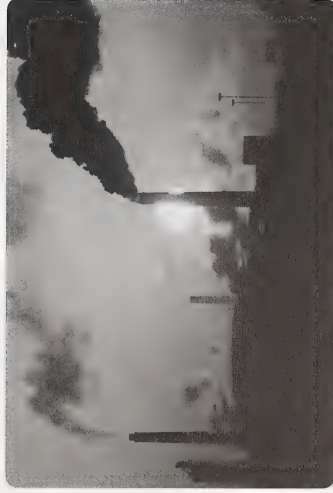


In much the same way, the actions of one country often affect other countries.

When a cow in Canada was found to be sick with a disease, other countries in the world would not let Canada export beef to them. This action affected the people who raise cattle in Canada. They could not sell beef outside Canada. There was more beef than Canadians could use. The actions of the other countries affected many lives in Canada.



In the past, smoke from large factories in the eastern United States drifted into Quebec and Ontario. This polluted the air in Canada and poisoned some of the lakes in these provinces. **Acid rain** caused plants and animals in some lakes to die. The water from these lakes was unsafe for humans and animals to drink or bathe in. The trees that are tapped for sap to make maple syrup were dying because of the acid rain, so those farmers had to protest for change or go out of business.



**acid rain:** rain or snow that is polluted by acids formed in the air after waste chemicals are released into the air by factories, cars, and power plants

Some actions cause problems in other countries. Some actions help other countries.

A group of doctors at the University of Alberta have found new and better ways to help people who need a kidney transplant. The knowledge of this team of doctors was shared with other communities around the world so that many people in the world can benefit.

New technology has helped Canadians get the oil from the tar sands in Fort McMurray, Alberta. As a result, more oil can be exported to the United States. The United States can buy oil that is nearby, rather than shipping it from faraway places.

About 40 years ago, Canada formed the Canada Health Care System. The Canada Health Care System allows citizens to visit a doctor or go to the hospital whether they are poor or rich. Tax money gathered from everyone helps pay for this service. All citizens can receive health care, which is a dream of people in many other countries. Canada has shared this idea with other countries so that they can work toward improving the health of their own citizens.

Look back to the chart that you started on Day 5. It is titled "Should Canadians Share?" Can you add more reasons why Canadians should or shouldn't share?



If your student has thought about additional reasons for sharing or not sharing, add them to the chart from Day 5.

## Story Time

Find a favourite spot and relax. Your home instructor will read to you.

# Looking Back

You explored different motorized vehicles. How do you think transportation will change in the future? What kind of transportation would you invent? Tell how your new invention would transport people or goods.



Were you pleased with your workmanship on your scrapbook page? How could you improve it?

# Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**acid rain:** rain or snow that is polluted by acids formed in the air after waste chemicals are released into the air by factories, cars, and power plants

**possession:** ownership or the act of owning something

## Suggested Responses

1. Any reasonable answer is acceptable. Answers may include the following:
  - They allow you to travel faster.
  - Larger loads can be hauled.
  - They are convenient.
  - They allow you to travel farther.
2. The web should include the main events in the story. The main events may include any of the following:
  - Mary is working at the switchboard.
  - Mary talks to her friend Iris.
  - Mary finds out that an automobile is coming through town.
  - Mary tells everyone about the automobile.
  - The people line the streets to wait for the automobile.
  - The people watch as the automobile drives by.
  - The people are amazed by the automobile.
  - Mary's family doesn't think that an automobile will ever be seen again.

3. The following words should be circled: boy's, Paige's, dog's, chair's.
4. Paige
5. dog
6. chair
7. The following words appear in the story. You may not have noticed every word, but you should have at least two examples of each.

Possession	Contraction
Mama's town's Mr. Ford's	didn't can't wouldn't there's don't we'll

8. Any three of the following uses of dictionaries are acceptable:
- to check the spelling of a word
  - to find out the meanings of a word
  - to find out how to separate a word into syllables
  - to find out whether a word is a noun, verb, adjective, or adverb
  - to find synonyms for words
  - to find out how to spell the word after suffixes are added
  - to find out how to pronounce the word

9. The words in a dictionary are listed in alphabetical order.

10. came, cart, cat, cold, colour

11. wild, winter, woke, wood, would

### Phonics

Page 195

1. antelope	2. Ann	3. bat	4. chair
beaver	Betty	bicycle	cheese
camel	Carl	blocks	children
deer	Danny	boat	chop
elephant	Ellen	break	chrome
foxes	Frank	bubbles	chuckle
goat	Gerry		

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Did you know that Canadians have made many important inventions? Today you will read about some inventions made in Canada. Find out more about how these inventions have helped Canada and other countries.

In Module 2 you learned why it is important to protect the environment. Today you will think about how world communities share concerns about the environment.



## Getting Started

Children who lived a hundred years ago would not believe the inventions that you use today. They would know nothing about computers or television. Times have changed very quickly because of technology.



You found out how different your daily life is from that of children in the past or even from children in many other parts of the world. What inventions do you use every day? Which inventions are most important to you?

1. Make a list of at least ten inventions that you use every day.

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2. Number the inventions in order from 1 to 10, beginning with number 1 for the invention that is most important to you.

## Student Reports

In today's reading selection you will read about two Canadian inventions.



Take out *Carving New Frontiers*.

Turn to the Contents page. Find "Ivory Soap" and "Alexander Graham Bell."

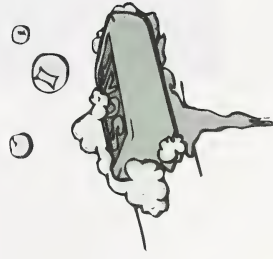
3. "Ivory Soap" is a

story      report      poem

4. "Alexander Graham Bell" is a

story      poem      profile

Turn to page 47. Read the report about Ivory soap.





5. To make notes in point form about the information in the report "Ivory Soap," fill in the blanks.

- name of invention \_\_\_\_\_
- invented in \_\_\_\_\_
- invented by \_\_\_\_\_
- how it was invented \_\_\_\_\_  
\_\_\_\_\_

On the Contents page, you found out that the selection "Alexander Graham Bell" is a **profile**. A profile is a short biography or report about a person.

Read "Alexander Graham Bell."

6. Fill in the blanks to make notes about the information in the profile "Alexander Graham Bell."

- name of invention \_\_\_\_\_
- invented in \_\_\_\_\_
- invented by \_\_\_\_\_
- how it was invented \_\_\_\_\_  
\_\_\_\_\_

**profile:** a short biography or report about a person

7. Which of the two inventions, the telephone or Ivory soap, do you think was more important to the world? Explain why.

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## More Canadian Inventions

Some new inventions are machines that an inventor has imagined and created. Other inventors try to improve something that already exists or occurs in nature.

In pioneer times farmers had a hard time growing wheat in Canada. The growing season in the prairie provinces was too short to grow the type of wheat the farmers brought with them from Europe. The wheat often froze before the kernels ripened.

A Canadian named Charles Saunders developed a new kind of wheat, which he called Marquis wheat. This wheat ripened in only 100 days. He gave the wheat seeds to farmers in 1909. Ten years later, almost all the wheat grown in western Canada was Marquis wheat.



This discovery let the pioneers in Canada grow more wheat than they needed. The extra wheat could be sold. Western Canada soon became an important region in the world for growing and trading wheat.



The newly developed wheat was sold to other countries with short growing seasons. It helped people all over the world grow more wheat.

8. Why was the discovery of Marquis wheat important to the world?

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What foods are made from wheat? Look around your home. Look at the list of ingredients on packages if you need to.

9. List three foods that are made from wheat.

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Sometimes a new discovery is made by accident. You read about how a worker invented Ivory soap by accident.

In 1811 John McIntosh found some abandoned apple trees by accident, and transplanted several trees. One of these trees had delicious apples. He learned how to **graft** parts of this tree to other apple trees. In this way he could grow more of these delicious apples without waiting for a new tree to grow from a seed.

The trees did so well that McIntosh and his son began to sell apples they grew. These apples became known as McIntosh apples. Today there are McIntosh apple trees in orchards all across Canada.

10. Have you ever eaten a McIntosh apple?

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If you don't know, look for McIntosh apples the next time you go to the grocery store.

**Turn to the Suggested Responses on pages 150 to 152, and correct your work. If you need help, ask your home instructor for assistance.**



**graft:** to take a shoot from one plant and stick it in a slit in another plant to grow there  
A shoot from a good apple tree may be grafted to a poor apple tree to improve the fruit.

Check to see that the student has made appropriate corrections.

## Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 2 spelling activity.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Write the word.

Check: See if you got it right or where you went wrong.



## Phonics

Earlier this year you learned how the guide words in a dictionary can help you find a word quickly. You learned that the guide words tell you the first and last words that you will find on a page. If the word that you want to find comes in alphabetical order between the guide words, then look on that page for the word.



Take out your dictionary. Use the guide words to help you find each of the words that follow. The words come from today's reading selections.

11. Write one meaning for each word. Also write the guide words that helped you find the word.

**accident**

meaning: \_\_\_\_\_

guide words: \_\_\_\_\_

**instrument**

meaning: \_\_\_\_\_

guide words: \_\_\_\_\_

**device**

meaning: \_\_\_\_\_

guide words: \_\_\_\_\_

**communication**

meaning: \_\_\_\_\_

guide words: \_\_\_\_\_



Check to see that the student has made appropriate corrections.



Go to your Phonics book for more practice with guide words.  
Do page 196.

**Turn to the Suggested Responses on pages 152 and 153, and correct your work. If you need help, ask your home instructor for assistance.**



Go to Grade Three  
Mathematics.



Your home instructor will tell  
you about today's physical  
activity.

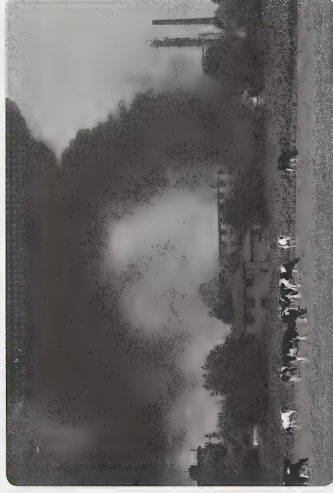
## Silent Reading

Read silently for the next 15 minutes.  
When you are done, discuss what you read  
with your home instructor.



## World Environmental Concerns

On Day 6 you read about how the smoke from factories in the United States caused environmental problems in Canada. What happens when businesses in one country cause environmental problems in another country? What do you think? Tell your home instructor.



The student will tell you what he or she thinks happens when one country's actions cause problems for other countries.

Did you say that the countries probably talk about the problem and try to come up with a solution together? If you said that, you are right.

Communities all around the world care for the environment. When something happens that damages the environment, people look for ways to fix the damage or prevent more damage.

In 1989 a large oil tanker ran into a reef near the coast of Alaska. The oil it was carrying spilled into the ocean. This caused harm to the wildlife in the water and on beaches. Beaches in Canada and the United States were affected.

People turned to researchers and inventors for help. They needed to find ways to clean up the oil that was floating on the ocean. Rocks and sand along the shore of the spill had to be cleaned too. Oil had to be cleaned from birds and other animals in a way that would not harm them. Scientists from around the world tried to solve these problems.

**baffles:** (technology) a tool used to control the outward flow of something and reduce its force

Long, sausage-shaped balloons, called **baffles**, were placed on the water around the spill to help keep it from spreading. Special boats came to vacuum up the floating oil. Volunteers came to wash the oil off the birds with a special kind of soap. A special kind of foam was sprayed on the oil floating on the ocean to help dissolve it. As these new inventions were tried, people learned what worked and what did not work.



12. Name three ways scientists helped solve the problem.

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In 2002 there was another bad oil spill. An oil tanker sank in the Atlantic Ocean, near the coast of Spain. The oil washed up on beaches and docks in Portugal, Spain, and France.



People from around the world came to help. Scientists from Italy and Germany used new mapping technology to show exactly where the oil was floating on the ocean. People from Alaska offered to share what they had learned about oil spills. A research submarine from France watched over the leaking tanker. A Norwegian anti-pollution ship and many smaller boats came to help clean up the oil and keep it from spreading. Thousands of volunteers came to help clean the beaches.

Even with all the help from many people, it will be many years before the ocean and beaches return to normal. Many fish, birds, octopus, and shellfish were killed by the oil.

Countries from around the world are working together to make new laws for oil tankers. In the future, oil tankers will have to be made stronger so that oil spills can be prevented. By working together, world communities can solve many environmental problems.

Take out your atlas. Look at the table of contents to find a map of Europe. Find Spain.



Assist your student in locating the northwesternmost point of Spain.

Check to see that the student has made appropriate corrections.

Over the next few days, focus your student's attention on current world environmental concerns. Discuss concerns such as global warming, ocean pollution, or freshwater shortages.

The oil was spilled in the Atlantic Ocean, near the northwest coast of Spain. Find the part of Spain that is farthest to the northwest. The oil spill occurred near this part of Spain.

Use the map to help you answer the questions.

13. Why were the beaches in France and Portugal affected too?

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14. Which other countries could also have been affected?

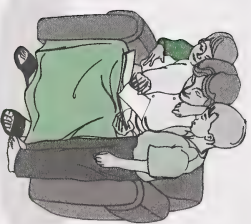
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**Turn to the Suggested Responses on page 153 and correct your work. If you need help, ask your home instructor for assistance.**

Look in newspapers and listen to the news. What other environmental issues affect many places in the world?

## Story Time

Find a favourite spot and relax. Your home instructor will read to you.



## Looking Back

You learned about Canadian inventors and how world communities work together to solve environmental problems.

What did you learn today that you didn't know before?  
What would you like to learn more about?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary


**baffles:** (technology) a tool used to control the flow of something and reduce its force

**graft:** to take a shoot from one plant and stick it in a slit in another plant to grow there

A shoot from a good apple tree may be grafted to a poor apple tree to improve the fruit.

**profile:** a short biography or report about a person

## Suggested Responses

1. Answers will vary. You should have listed at least ten inventions that you use every day.
2. Answers will vary. The inventions from question 1 should be numbered in the order of importance to you.
3. "Ivory Soap" is a report. 
4. "Alexander Graham Bell" is a profile.

5.
  - name of invention: Ivory soap
  - invented in 1879
  - invented by a Proctor and Gamble factory worker
  - how it was invented: The worker forgot to turn off the soap machine and too much air got into the soap.
6.
  - name of invention: the telephone
  - invented in 1874
  - invented by Alexander Graham Bell
  - how it was invented: He was trying to find devices to help people who could not hear.
7. You probably identified the telephone as a more important invention than Ivory soap. The invention of the telephone was more important because it allowed people to communicate quickly over long distances.
8. Countries with short growing seasons could grow and ripen Marquis wheat, and it provided food for many people.
9. Foods with wheat as a main ingredient include bread, buns, crackers, pasta, cereal, porridge, flour, ravakesari or upma (cream of wheat pudding), kutya (cooked whole wheat), and cookies. You may have listed others.

10. You have probably eaten a McIntosh apple. If you don't know, look for McIntosh apples the next time you are in the grocery store.

11. The guide words may differ if you are not using the *Gage Canadian Junior Dictionary*.

**accident**

meaning: something that happens unexpectedly or by chance  
guide words: accept, accordingly

**instrument**

meaning: something used to make music, such as a trumpet, or a tool or machine  
guide words: instinct, insult

**device**

meaning: a tool or machine  
guide words: device, diagram

**communication**

meaning: the act of sharing ideas or information  
guide words: communicate, companionable



## Phonics

Page 196

## 1. mice • mop

mile  
men  
mitt  
moon  
mask

## 2. fish • gate

five  
frogs  
girl  
gave  
fun

## 3. dance • day

dark  
deer  
doll  
date  
dawn

## 4. rabbit • rake

radio  
raccoon  
rocket  
radish  
rain

## 5. wagon • wax

wallet  
wooden  
watching  
watermelon  
whale

## 6. present • print

pretzel  
princess  
propeller  
principal  
press

12. Scientists helped solve the problem by putting baffles around the oil spill to keep it from spreading, by vacuuming up the oil, by washing birds with a special soap, and by spraying the oil with a special foam.

13. France and Portugal are near Spain.

14. Countries such as the United Kingdom, Belgium, the Netherlands, Germany, Denmark, Morocco, and Western Sahara are nearby.

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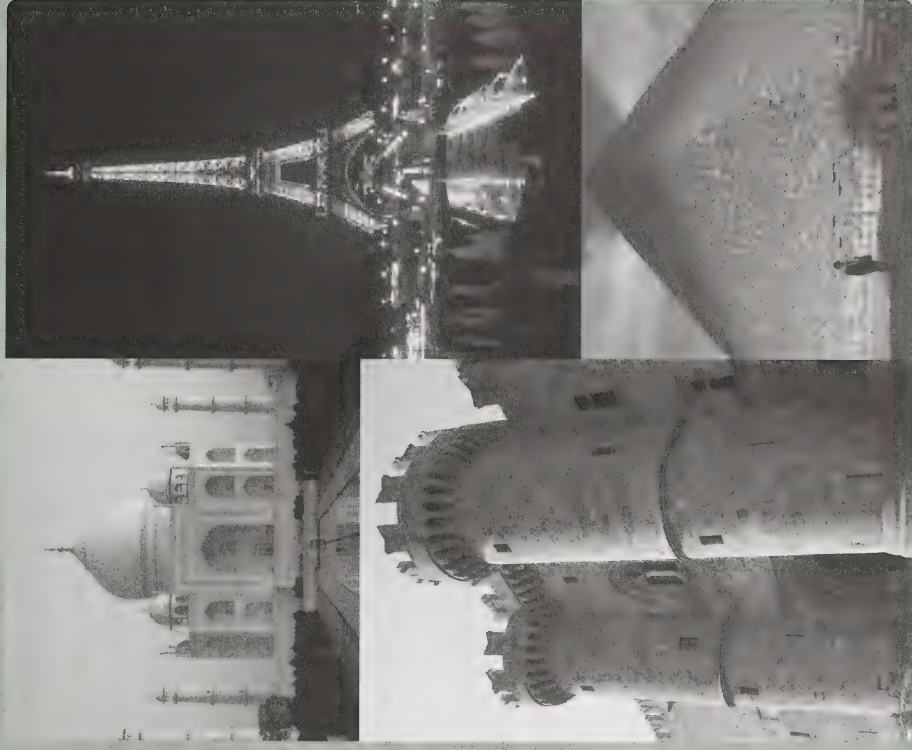
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## Day 8

# Discoveries from Around the World

You have learned many facts about inventors and inventions. Today you will do some research and write a report about a famous invention.

Do you remember taking pictures of structures in your community in Module 3? Get ready to look at some different structures from around the world and to make another scrapbook page.





Guide the student in the discussion of the questions and help him or her choose an appropriate invention or inventor to research.

You may want to find out if any inventors and/or inventions are featured at your local museum. If possible, take a field trip to the museum.

## Getting Started

On Day 7 you read two reports that were written by students about inventions. What inventions or discoveries would you like to learn more about? Do you have a favourite inventor or scientist? Discuss these questions with your home instructor. Choose an invention or inventor from anywhere in the world.

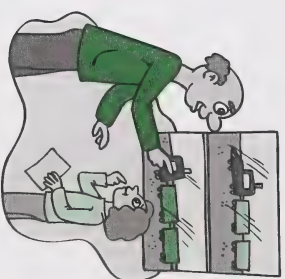
1. I want to find out more about \_\_\_\_\_

## Research an Invention or Inventor

You have researched many different subjects over the year. Think about how you could find out more about the inventor or invention that you chose.

2. I will

- ☐ look on the Internet
- ☐ look in an encyclopedia, non-fiction book, or magazine
- ☐ visit a museum that displays inventions
- ☐ ask someone who knows



On Day 7 you read the student reports and made notes about the information. You can follow the same steps to make notes about the report you will write.

3. Use the resources that you have chosen to complete the following notes. Remember to write down the names of websites, books, magazines, museums, or resource people that you used. Try to use at least two sources of information.

- name of invention or discovery: \_\_\_\_\_
- invented or discovered in \_\_\_\_\_
- invented or discovered by \_\_\_\_\_
- how it was invented or discovered: \_\_\_\_\_  
\_\_\_\_\_
- other interesting information: \_\_\_\_\_  
\_\_\_\_\_
- I got my information from \_\_\_\_\_  
\_\_\_\_\_

**Turn to the Suggested Responses on page 170 and correct your work. If you need help, ask your home instructor for assistance.**

Help the student locate accurate sources of information.

Check to see that the student has made appropriate corrections.



Take out a sheet of lined paper or you can use a computer and a word-processing program.

Use the information from your notes to write a rough copy of your report. Remember to write a beginning sentence that tells the reader your main idea. It should tell about the invention or inventor you are writing about. Then add sentences to tell more about the main idea. Make up a title too.



After you finish writing the report, edit it. Remember all the things that you need to check for. Add details or change sentences that are not complete. Remember to record your two sources of information at the end of your report.

Rewrite your report in your Assignment Booklet or print your report to send in with your Assignment Booklet. Don't forget to proofread the report when you are done.



Go to Assignment Booklet 9A. Do Assignment 7: My Invention Report.

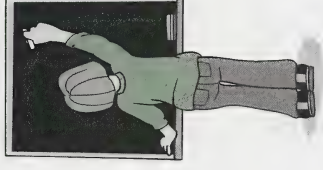


## Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your final spelling test.

Look back to the list on Day 2. Choose **one** of the following activities to practise your spelling words and challenge words.

- Write the words in alphabetical order in handwriting on the chalkboard.
- Find each word in the dictionary. Write the word, and then write one meaning for the word. Also write the guide words from the dictionary page where you found the word.
- Write the word in handwriting and tell how many syllables there are in it.
- Spell each word using magnetic letters, alphabet pasta, alphabet cereal, or letter tiles from a Scrabble game. Show your home instructor each word.



## Phonics

The guide words in the dictionary help you find words quickly.

4. The guide words tell you the \_\_\_\_\_ word and the \_\_\_\_\_ word on a dictionary page.

See the Home Instructor's Guide for information.

Check to see that the student has made appropriate corrections.



Go to your Phonics book for more practice with guide words.  
Do page 197.

**Turn to the Suggested Responses on pages 170 and 171, and correct your work. If you need help, ask your home instructor for assistance.**



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Learn About Some Famous Structures

Builders and architects around the world have created many beautiful structures. Many famous structures are very old. Structures are built for a variety of purposes.

Look at each of the structures in the pictures that follow. Read the short description of each structure.



**Structure:** The Great Pyramid at Ghiza

**Location:** Egypt

**Purpose:** a tomb for kings and queens

**Materials:** stone blocks

**Design features:** large, square base; sloping sides coming to a point



**Structure:** Taj Mahal

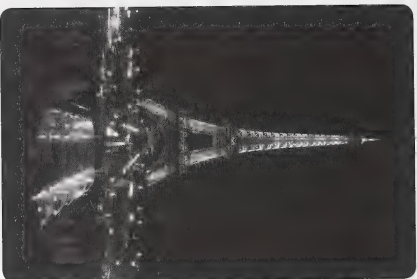
**Location:** India

**Purpose:** a tomb for an empress

**Materials:** marble and sandstone

**Design features:** domes, towers, arches





**Structure:** Eiffel Tower

**Location:** France

**Purpose:** built in 1889 to be the tallest building in the world (which it was until 1930)

**Materials:** steel girders

**Design features:** arched bottom; diagonal girders for strength; large at the bottom, smaller at the top

Now it's your turn. Finish the description for the last structure.

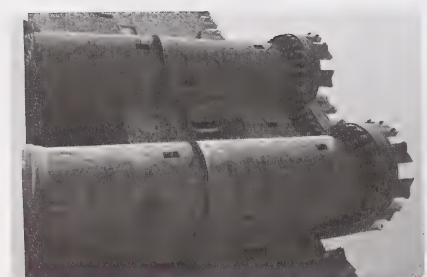
5. **Structure:** castle

**Location:** Greece

**Purpose:** \_\_\_\_\_

**Materials:** \_\_\_\_\_

**Design features:** \_\_\_\_\_



Check to see that the student has made appropriate corrections.

Now you will find some pictures of structures and make a scrapbook page.



Find the Photo Gallery on the *Grade Three Thematic Multimedia CD*.

The Photo Gallery contains photographs of vehicles, structures, and containers. Find the photos of structures. Select four photographs that you would like to include in your scrapbook. You will use a computer word-processing program to create your scrapbook.

You need to create a new folder on the computer desktop to keep your pictures in. You should name the file something specific like "Scrapbook Photographs." If you created a folder on Day 6, you can use the same folder. Ask your home instructor to help you with this.

To retrieve your four pictures using Windows, right-click on a picture you have selected from the Photo Gallery. This will open some options. Choose "Save Picture or Image" from the list of options. Save the picture to the folder created on the desktop.

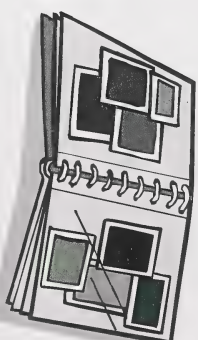
To retrieve your four pictures on a Macintosh computer, control-click on a picture you have selected from the Photo Gallery. Then choose "Save Picture or Image" from the list of options. Save the picture to the folder created on the desktop.

Help the student create a folder on the computer desktop if necessary.

After you have collected the four pictures, think about how you will arrange them on the page in a word-processing program.

Your scrapbook page will need the following elements:

- a title that describes the page
- four pictures arranged in a pleasing way
- captions under or beside each picture to describe the **type of structure** it is, the **main purpose** of the structure, the **materials** used, and the **design features**.



Help the student select a size and font for a title and place it at the top of the page.

Like a poster, a scrapbook page is made to communicate ideas. The lettering for the title should be clear and attractive. You might try using a different font or size. Ask your home instructor to help you with this.

The pictures should not be too crowded or too far apart. The captions should be easy to read.

After you have completed the page, print it. Then you can add other elements to decorate the page. You might want to use stickers, coloured paper, or borders.

Remember to use your best workmanship.



Put the scrapbook page into your Art Folder when you are done.



## Build a Dome

When you found the pictures for your scrapbook, did you notice any buildings with **dome** shapes? Why do you think builders use this shape?

**dome:** a large, rounded roof

Today you will have a chance to test a dome shape.

6. When you do a fair test, you need to

- ☐ use the same materials for each test
- ☐ use the same units for mass
- ☐ change only one thing
- ☐ all of the above



## Materials

You will need the following:

- eight pipe cleaners
- several small items for mass  
(for example, pennies, paper clips, or small blocks)
- modelling clay
- plastic container  
(to hold the small items)

You will find out which shape is stronger, a dome or a cube.

## Prediction

7. I think the \_\_\_\_\_ shape will be stronger.

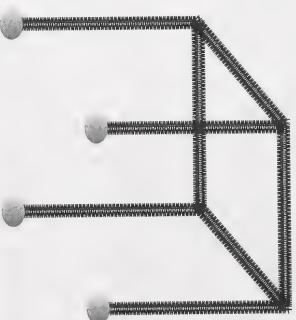
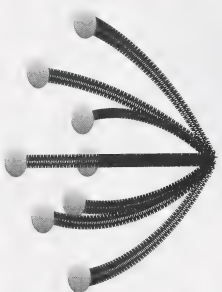
Remind the student to use good workmanship as he or she builds the structures.

## Procedure

Use the following steps to complete your test.

**Step 1:** Make four arches out of four of the pipe cleaners. Put the arches together to make a dome shape. Use small pieces of modelling clay at the ends of the pipe cleaners to hold the ends in place.

**Step 2:** Bend the other four pipe cleaners to make a structure with four straight sides. Twist the wire to attach the pipe cleaners. It should look like a table with four legs. Use modelling clay to hold the sides in place. Try to use the same amount of modelling clay as you used for the dome.



**Step 3:** Put a small container on top of the dome. Put the small items into the container until the dome starts to bend.

Tell what items you used and how many of them the dome structure supported.

8. The dome structure supported \_\_\_\_\_.

**Step 4:** Put the container on top of the cube structure. Put the small items into the container until the structure starts to bend.

Tell what items you used and how many of them the cube structure supported.

9. The cube structure supported \_\_\_\_\_.

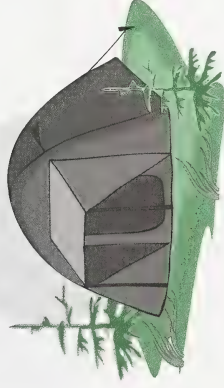
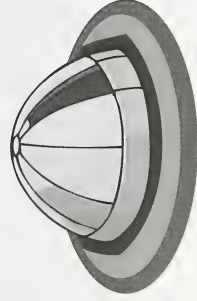
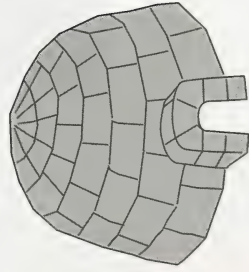
10. Was your prediction correct? \_\_\_\_\_

**Turn to the Suggested Responses on page 172 and correct your work. If you need help, ask your home instructor for assistance.**

Although domes are difficult to build, they are beautiful and strong when they are completed. The materials must be placed carefully. Domes allow a large, open area inside without supports. Domes are often used in tents, government buildings, churches, and **observatories** for large telescopes. The Inuit use this shape to make igloos out of snow.

Check to see that the student has made appropriate corrections.

**observatory:** a building, station, or man-made satellite used for watching objects in space, the weather, or earthquakes





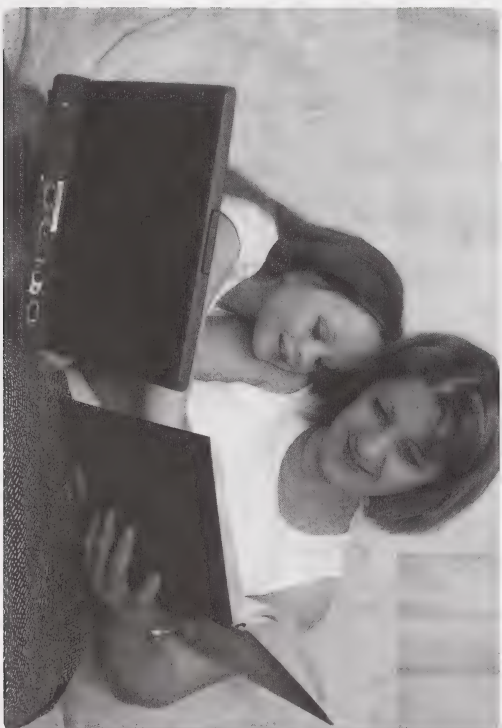
Tell about your results in the Assignment Booklet.



Go to Assignment Booklet 9A. Do Assignment 8: Domes and Cube Structures.

## Story Time

Find a favourite spot and relax. Your home instructor will read to you.



## Looking Back

Were you pleased with your workmanship on your scrapbook page? How could you improve it?

Did you have any problems when you tested your dome structure and your cube structure? Tell how you solved the problems.

## Journal Entry

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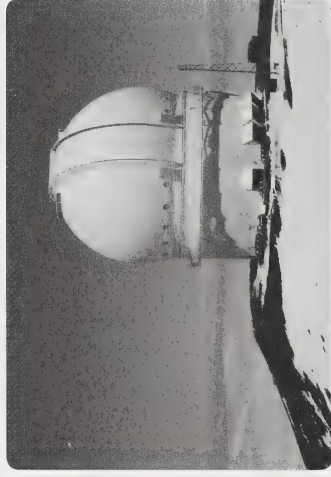
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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**dome:** a large, rounded roof

**observatory:** a building, station, or man-made satellite used for watching objects in space, the weather, or earthquakes

## Suggested Responses

1. You should have indicated what invention, discovery, inventor, or scientist you will research.
2. You should have indicated which resources you plan to use for your research.
3. You should have taken notes from resources to complete the outline.
4. The guide words tell you the **first** word and the **last** word on a dictionary page.



Phonics	Page 197
1. sandwiches	7. thirteen
2. drapes	8. candle
3. flowers	9. window
4. jar	10. deal
5. lantern	11. zero
6. rectangle	12. race
13. 210	14. 243
16. 210	17. 215
19. 243	20. 210
	15. 215
	18. 243
	21. 210

5. **Structure:** castle

**Location:** Greece

**Purpose:** protection from enemies

**Materials:** stone

**Design features:** tall, strong walls; strong doors; towers to observe over a distance

6. When you do a fair test, you need to
- ☐ use the same materials for each test
  - ☐ use the same units for mass
  - ☐ change only one thing
  - ☒ all of the above
7. You are making a prediction. Either answer is acceptable.
8. to 9. You should have recorded the number of items each structure supported.
10. If the test was completed carefully, you should have discovered that a dome structure will support more mass.

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## Day 9

## Connections

Over the last few days you have thought about the ways that Canada is connected to other countries in the world. Today you will learn more about how people share skills. Find out more about how Canadians share skills with people around the world.





The student will give you examples of a world connection for each of the points. If necessary, help the student find and reread the information that deals with each point.

## Getting Started

Can you remember some of the ways that communities around the world are connected? Tell your home instructor about each of the following connections. Look back at what you learned in the previous days if you need to.



- Communities around the world care about their environment. Tell about one time that people from many countries worked together to solve a problem in the environment.
- Communities trade with each other. The resources and population of a country affect the goods that are traded. Tell how India's resources and population affect the goods they sell to other countries.
- The actions of one community or country can affect others. What happened to trade when a cow in Alberta was found to be sick with a certain illness?
- Countries and communities exchange knowledge. Tell about an idea or invention that Canada exchanged with another country.



My mom says the coffee she buys comes from Peru, a country in South America.

## Sharing Skills

You found out how the people from Alaska shared what they have learned about oil spills. They told scientists in Spain about the best ways to clean up oil. You also read how Canadian researchers have shared their knowledge to help improve the health of people around the world.

What other kinds of skills do people from around the world share? Can you think of any people from your community who have gone to work in another country? Tell your home instructor.

People in Canada may go to other communities in the world to share their skills or to work. People from other parts of the world may come to Canada to work.

Canadians share their skills in many ways.

Canada has many oil deposits, and many Canadians understand how to find and produce oil. Canadians may take jobs in other countries that need help producing oil or gas. They may also go to another country in search of a new experience or a good job.



A few years ago oil wells in Kuwait, a country in the Middle East, began to burn. The people in that country needed help putting the fires out, so some Canadian companies were called. People from Canada were sent to help put out the fires.

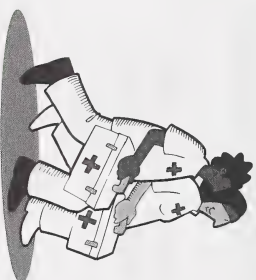
If the student does not know anyone who has worked or volunteered in another country, suggest examples that you know. Does a neighbour work in an oil field in Russia or in offshore drilling? Has someone you know worked as a teacher, a health-care worker, or some other type of volunteer in another country?

Teachers from Canada sometimes change places with teachers from other countries. In this way, both teachers can learn new ways to teach and share knowledge of their country with students. Some teachers from Canada go to other countries to teach people how to speak English.



My aunt is a teacher. She is on an exchange with a teacher in Odessa, Ukraine. Ukraine is a country in Europe.

You have found out how Canadian inventors have helped people grow better wheat and apples. The skills of Canadian farmers can help people from other countries. Canadian farm experts may travel around the world to help other people develop new ways of growing crops and managing farms.



Sometimes people from Canada help countries that are having problems. Canadian peacekeepers go to countries that are recovering from war. Organizations, like UNICEF (United Nations International Children's Emergency Fund), the Red Cross, and the Red Crescent send doctors, nurses, and others to help people through a disaster.



There is an organization called *Médecins Sans Frontières* (maid-sehn sahn fron-tee-air). This is a group of doctors and other medical workers. Their name means “Doctors Without Borders.” This organization was started by a small group of doctors in France. It now has volunteers from all over the world, including Canada. Many of these volunteers travel to different communities around the world to help with health care.

Engineers Without Borders is a similar organization. Engineers Without Borders help people design and build things to improve their quality of life.

People from other countries also come to Canada to share skills. Scientists and doctors may come to share their ideas and skills. Business people may come to show Canadians how to set up a factory, mill, or other business. Canada along with all the countries of the world has responsibilities of **global citizenship** to help bring about positive change in the world.



Pretend that you are grown up and want to help a community in another country. You have learned skills in college, **technical** school, or university. What work would you like to do? To what country would you like to go to share your skills?

1. I would be a \_\_\_\_\_.
- I would go to \_\_\_\_\_.

**Turn to the Suggested Responses on page 187 and correct your work. If you need help, ask your home instructor for assistance.**

**global citizenship:** responsibility toward humanity throughout the whole world

**technical:** having to do with the details of how things are done in any art, sport, or line of work, or with skilled trades like welding, plumbing, and so on.

Check to see that the student has made appropriate corrections.

Refer to the Home Instructor's Guide for the dictation.

## Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 9A. Do Assignment 9: Spelling Test

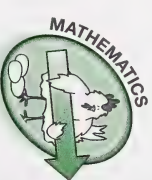
Remember to spell these words correctly whenever you write them. They are in your Writing Dictionary if you need to check.

## Phonics



Go to your Phonics book.  
Do page 198.

Turn to the Suggested Responses on page 187 and correct your work. If you need help, ask your home instructor for assistance.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Grade Three Thematic



## Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

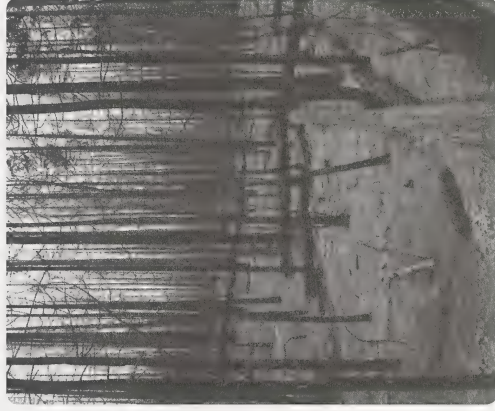
## More Connections

What makes your family strong? How do the people in your family feel about each other? How does your family deal with conflicts or problems? Tell your home instructor about your family.

You may have talked about respect and caring between the members of your family. When there are problems, families usually try to find a solution together.

Canadian communities operate in much the same way. When the people living in communities in Newfoundland, Quebec, and Manitoba experienced severe floods, communities in other parts of the country helped them.

How might communities in Alberta help communities in other parts of the country? When forest fires in British Columbia burned homes, people in other communities helped by donating money, food, and clothing. Others volunteered in the emergency shelters where families stayed until it was safe to return to their homes.



Help the student read the following few pages and discuss the questions and concepts with the student.

Discuss how communities from across the country help each other with the student.



Discuss any local examples of your community helping another community in Canada or in the world. Discuss world organizations in which local people may be involved, for example, the World Food Grains Bank or the Red Cross.

Several difficult concepts related to human rights are introduced in this part of the lesson. You may wish to read this material aloud to the student.

**right:** something you can expect to have  
Citizens should have the right to such things as safety, clean water, medical care, fair laws, and education.

People often try to help others if a disaster happens. When the World Trade Center in New York City collapsed in 2001, many people were killed or injured. Canadians raised money to help the families of these people. Canadians also volunteered to help dig through the rubble and to help clean it up.

In December of 2004 an earthquake in the Indian Ocean created lethal tsunamis that hit coastal areas in Indonesia, Sri Lanka, India, and Thailand. This catastrophe is considered one of the deadliest in modern history. Canada, along with the worldwide community, donated billions of dollars in humanitarian aid to the victims.



Another way that Canada helps others is to stand up for the **rights** of people all over the world. Most Canadians believe that all people should have the same basic human rights. That means that everyone should have enough food, water, shelter, and clothing to survive. It also means that people should have access to education, freedom of speech, and freedom to practise the religion that they choose.

In some places in the world, there are people who do not enjoy the freedoms and rights that Canadians enjoy. Some governments do not allow equal rights for all people. Do you remember reading about Booker Washington? Booker's ancestors were slaves. They did not have any rights at all. Slavery was outlawed in most countries long ago because most people agree that it is unfair.

**UN:** abbreviation for **United Nations**, a worldwide organization that works toward peace and better conditions for all nations

There are still some countries where people are not treated equally. The Canadian government tries to help people gain equal rights. Canada also belongs to the **United Nations**. The **UN** encourages countries to provide equal rights for all their people.

Sometimes countries get together and decide that they will not trade with another country until the government treats the people fairly. In the past Canada joined other countries who refused to trade with South Africa because it had a system of racial inequality. Coloured South Africans were not treated the same as white South Africans. These countries told the government of South Africa that it must give all South Africans the same rights regardless of colour. When all South Africans were allowed to vote, Canadians began to trade with the country again.

There are organizations that help people in countries where human rights are not respected to understand their rights. Sometimes families in Canada foster a child in another country. The Canadian family helps pay for improvements in the community so the child will have better food, clothing, shelter, education, and health care.



You have learned about many connections between Canada and the world. You have discovered the many roles and responsibilities Canada has of global citizenship. Show your teacher what you know in your Assignment Booklet.



Go to Assignment Booklet 9A. Do Assignment 10: Connections.



## One More Scrapbook Page

Over the last few days you have made two scrapbook pages, one about vehicles and one about structures. Today you will find some pictures of containers and make a scrapbook page about them.

Look around your home. What kind of containers do you see? What does each container hold inside? What is the container made from?

Tell about three containers that you found.

2. Type of container:

---

The container is designed to hold

---

Material used to make the container:

---





3. Type of container: \_\_\_\_\_

The container is designed to hold \_\_\_\_\_.

Material used to make the container: \_\_\_\_\_

4. Type of container: \_\_\_\_\_

The container is designed to hold \_\_\_\_\_.

Material used to make the container: \_\_\_\_\_

**Turn to the Suggested Responses on page 188, and correct your work. If you need help, ask your home instructor for assistance.**



Find the Photo Gallery on the *Grade Three Thematic Multimedia CD*.

The Photo Gallery contains photographs of vehicles, structures, and containers. Find the photos of containers. Select four photographs you would like to include in your scrapbook. You will use a computer word-processing program to create your scrapbook.

You need to create a new folder on the computer desktop to keep your pictures in. You should name the file something specific like "Scrapbook Photographs." If you created a folder on Day 6, you can use the same folder. Ask your home instructor to help you with this.

**Module 9A: Inventions and Explorations**

Check to see that the student has made appropriate corrections.

Help the student create a folder on the desktop for the scrapbook photographs if necessary.

To retrieve your four pictures using a Windows computer, right-click on a picture you have selected from the Photo Gallery. This will open some options. Choose "Save Picture or Image" from the list of options. Save the picture to the folder created on the desktop.

To retrieve your four pictures on a Macintosh computer, control-click on a picture you have selected from the Photo Gallery. Then choose "Save Picture or Image" from the list of options. Save the picture to the folder created on the desktop.

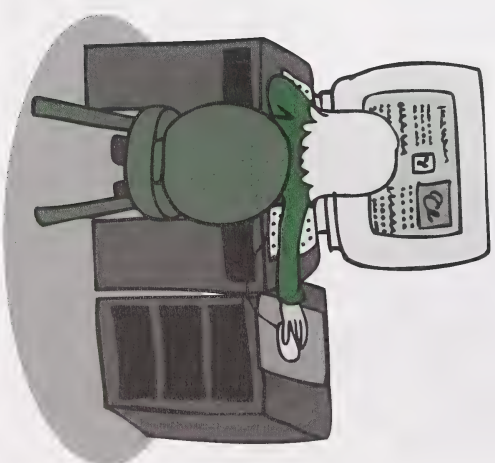
After you have collected the four pictures of containers, think about how you will arrange them on the page in a word-processing program.

Your scrapbook page will need the following elements:

- a title that describes the page
- four pictures arranged in a pleasing way
- captions under or beside each picture to describe the **type of container** it is, the **main purpose** of the container, and **materials** used to make the container

Help the student select a size and font for a title and place it at the top of the page.

Like a poster, a scrapbook page is made to communicate ideas. The lettering for the title should be clear and attractive. You might try using a different font or a different size. Ask your home instructor to help you with this.



The pictures should not be too crowded or too far apart. The captions should be easy to read.

After you have completed the page, print it. Then you can add other elements to decorate the page. You might want to use stickers, coloured paper, or borders.

Remember to use your best workmanship.



Take out the other two scrapbook pages that you have completed.

Look at all three scrapbook pages. Which page do you think shows the best workmanship? Choose the page with the best workmanship. You will send it to your teacher today. Help your home instructor gather the other projects that you need to send.



Go to Assignment Booklet 9A. Complete your Student Learning Log.

## Story Time

What is your home instructor reading to you today? Find a comfortable spot, relax, and enjoy the story.





## Looking Back

You have finished Module 9A!

What was the most interesting thing that you learned in this module? What activity or project are you most proud of? What have you learned about good workmanship?



## Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 9A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 9A to the teacher.

## Glossary

**global citizenship:** responsibility toward humanity throughout the whole world

**right:** something you can expect to have

Citizens should have the right to such things as safety, clean water, medical care, fair laws, and education.

**technical:** having to do with the details of how things are done in any art, sport, or line of work, or with skilled trades like welding, plumbing, and so on

**UN:** abbreviation for **United Nations**, a worldwide organization that works toward peace and better conditions for all nations

## Suggested Responses

1. You should have told what work you chose to do and in what country.

Phonics

Page 198

The listed words for each answer should be circled and then written in the following order.

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. candy, cap, carton, carve, case | 2. hiker, hilly, himself, hip, hire  |
| 3. sail, salad, same, sand, save   | 4. trap, travel, tray, treetop, trot |

2. to 4. You should have accurately described each type of container, what each holds, and the material that each is made from.

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## Module Summary

Way to go! You have completed the first part of Module 9!

You read articles and stories about inventions. You did a research project too.

In this part of the module you learned more about the following things:

- writing a story for a young child
- global citizenship and connections between countries
- designing, constructing, and testing structures
- identifying the purpose of structures
- good workmanship
- getting an image and putting it with text to form a message

In Module 9B you will take a trip into space, sail to Hawaii, and think more about global citizenship.





Yammine, Eubain





